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Faculty for 1925-1926

GEORGE MARTIN SAVAGE, A. M., LL. D.

President Emeritus

J. R. Graves Professor of Logic and Greek; Head of Department of Languages

A. B. Union University, 1871; thirty-six years Professor in Union University, eighteen years President of Union University; traveled and studied in Europe and Asia eleven months, 1905-06.

HENRY EUGENE WATTERS, A. M., D. D., LL. D.

President

Chair of Sociology.

A. B. Union University, 1904; A. M. Union University, 1916; Graduate student Brown University, 1905-06; D. D., 1906; LL. D., Union University, 1921; seven years Principal in Public Schools; eleven years President of Hall-Moody Institute; President of College of Marshall, 1916-18; President of Union University 1918-

ARTHUR WARREN PRINCE, A. M.

Dean, Chair of Chemistry

A. B. William Jewell, 1904; A. M. William Jewell, 1905; Graduate student University of Chicago, 1907, 1914, 1920, 21, 23; Principal Annapolis, Mo., 1901-02; Instructor in Physics, William Jewell, 1904-05; Head of Science Department Western Military Academy, Alton, Ill., 1905-08; Head of Science Department Union University, 1908-

L. R. HOGAN, D. D., Ph. D.

Chair of Education

A. B. graduate Mercer University; two and one-half years graduate work University of Chicago; one year graduate work Columbia University; studied one year in Union Theological Seminary; traveled and studied in Europe; Principal of Public Schools, Tiptonia, Ga.; Vice-President Locust Grove Institute; Professor in Bessie Tift College; Dean Meridian College; Head Department Education Union University, 1921.

CHAS. W. DAVIS, M. S., Ph. D.

Biology and Agriculture

B. S. University of Tennessee; M. S. A., and Ph. D., Iowa State (Agricultural) College; Principal of Academy in Georgia; Head of Agricultural Department West Tennessee Normal, 1913-19; Head of Agricultural Department Union University, 1919-

WILLIAM PTOLEMY POWELL, B. A., M. A.
Chair of English

B. A. University of Richmond; M. A. University of Richmond; Two years' additional graduate work University of Virginia; Two terms of graduate work University of Chicago; Head of English Department Oklahoma Baptist University; Head of English Department Southwestern Teachers' College of Oklahoma; Head of English Department Oklahoma A. & M. College; Head of English Department, Union University, 1924-

GEORGE WELLMAN HESS, Ph. D.
Chair of Mathematics

A. B. Kalamazoo College, 1906; A. M. University of Kansas, 1911, Ph. D. University of Michigan, 1916; Graduate Student University of Illinois, 1909-10; Instructor in Mathematics, University of Kansas, 1910-11; Professor of Mathematics, Shurtleff College, 1913-19; Professor of Mathematics, Bethany College, Bethany, W. Va., 1919-20; Instructor in Mathematics, Carnegie Institute of Technology, 1920-22; Professor of Mathematics, Whitworth College, Spokane, Wash., 1922-23; Head Department Mathematics, Union University, 1924-

J. C. DANCE, A. B., Th. M.
Assistant Professor of English

A. B. Union University, 1923; Candidate for Th. M. Degree, Southwestern Baptist Theological Seminary, 1925; Many years experience as High School Teacher and Principal

L. DeWITT RUTLEDGE, A. M.
Chair of History and Economics

A. B. in Education, Valparaiso, 1914; A. M., Union University, 1917; A. M. Peabody 1923; Graduate student for Ph. D. degree, George Peabody, 1923-24; Principal West Point Collegiate Institute, 1899-1900; Principal Waterloo High School, 1901-05; Principal Doyle Institute, 1907-10; Principal Bridgeport Academy, 1911-14; Chair of Latin Hall-Moody Institute, 1914-1916; Chair of History, Union University, 1916-

WILLIAM WALLACE DUNN, A. M.
Chair of Physics

Graduate of Hall-Moody Institute, 1906; Student Tennessee University, 1906-07; Chair of Science and Mathematics Hall-Moody Institute, 1907-10; Superintendent of Halls City Schools, 1910-13; Student Vanderbilt-Peabody, 1913-16; Finished A. B. Course in Vanderbilt; Received A. M. degree from George Peabody College in 1916; Superintendent of Trenton City Schools, 1916-17; Professor of Physics Union University, 1918—

I. N. PENICK, Th. M., D. D.
Chair of Theology and Evangelism

A. B. Union University, 1896; Th. M., Southwestern Baptist Theological Seminary, 1921; twenty-two years pastor of First Baptist Church, Martin, Tennessee; sixteen years editor of Baptist Builder; Author of books and tracts; Summer School instructor in Southwestern Baptist Theological Seminary summer terms 1919, 1920, 1921, 1922.

MRS. RUTH BARNES, A. B.
Latin

A. B. Union University, 1924; Instructor in Latin Union University Three years; several years experience teaching

MISS MARIE RUTLEDGE, A. B.
Assistant Professor of French

A. B. Union University, 1921; American Scholar in France, 1922; Two terms graduate work in Peabody; Professor of French Jonesboro College 1924-25; two years experience teaching in high schools.

MISS VERA ROUTON
Spanish

Many years experience teaching in High Schools; instructor Spanish in Union University for three years

MISS CHARLOTTE H. WATSON
Domestic Science

Graduate University of Wisconsin; Chair Home Economics, Meridian Woman's College, Mississippi, and schools in Michigan; Home Economics Department Union University, 1922-

MISS GRACE POWERS, A. B.
Domestic Art

A. B. Union University, 1923; Student Summer School, University of Tennessee, 1923; Qualified Smith-Hughes teacher, 1923; Home Economics Department, Union University, 1922-

MISS CATHERINE ROUTON
Assistant in Home Economics

MRS. ARTHUR WARREN PRINCE, B. M., M. M.
Director of Music

Graduate and Post-Graduate of Piano under Jno. B. Kindig of Germany 1899-1900; Chicago Artists, 1902; Pipe Organ under D. S. DeLisle of St. Louis University, 1905-08; Private studio work, 1905-08; Organist of First Baptist Church since 1909; Student with Herio Levy of American Conservatory, 1908-9; Director of Union Conservatory, 1910-

MRS. E. E. TALIAFERRO
Voice

MR. JACK TURNER
Gospel Music

RAYMOND GUYON
Concert Violinist, Conductor, Theorist
Director of Band and Orchestra

MRS. GWENDOLYN STEPHENSON GUYON
Clarinetist, Cornetist, Saxophonist, Conductor, Composer

MISS MARY SAUNDERS, A. M.
Expression

A. M. Union University; Graduate Vanderbilt School of Expression; Student Boston School of Expression, and Student under S. H. Clark, S. S. Curry, Mrs. Emily Bishop, Geo. Ulay, and others; Head Department of Expression Centenary College; Director School of Expression, Lake Junaluska; Union University, 1923-

MRS. DAN C. CALDWELL
Art

Student the Arts Students' League, New York; Art Institute, Chicago; China Painting under F. B. Aulich and Miss Yeoman, Water Color under Miss Esterbrook.

JO GUYON
(Carlisle and Georgia Tech.)
Coach and Athletic Director

MRS. EMMA WATERS SUMMAR
Cook County Normal
Librarian

LABORATORY ASSISTANTS
C. C. CARLSON, *Chemistry*
PAUL SLOAN, *Chemistry*

MISS LOUISE BENGE
Registrar

MABEL DODD
Assistant Registrar

MISS VERA ROUTON
Bursar

MRS. E. L. STANFIELD
Dining Hall Superintendent and Matron Lovelace Hall.

MRS. J. C. DANCE
Dean of Women and Matron Crook Hall

B. O. WOLFE
Superintendent of Buildings and Grounds

General Information

THE OPENING

The formal opening of the University will take place at 10:00 a. m., Wednesday, September 16. It is desired that all applicants meet the faculty in offices Monday and Tuesday, September 14 and 15, to take their entrance examinations or present their certificates from accredited schools and secure their registration. It is possible for all students to have registered, received their tickets of studies, settled their fees, located themselvess in their boarding places, and be ready for class-room work on the 17 immediately after the formal opening. The administration insists on this being done.

All inquiries for information about entrance, course of study, expenses, scholarships, etc., should be made to the President.

THE CITY OF JACKSON

Union University is located in Jackson, Tennessee, almost midway between Mobile and St. Louis on the Mobile and Ohio Railroad; between Chicago and New Orleans, on the Illinois Central Railroad, between Memphis and Nashville, and Paducah and Memphis on the Nashville, Chattanooga and St. Louis Railroad. Jackson is connected with Dyersburg by the Birmingham and Northwestern Railway, with Birmingham and Jacksonville by another Illinois Central line, and also connected with the Gulf by the Gulf, Mobile & Northern. See map on front page.

Counting arrivals and departures, Jackson now has thirty daily trains. Nearly all these trains arrive and leave between 5:30 a. m. and 8 p. m. This is wonderful with a place having so many roads. Ministerial students will especially notice the advantages of transportation afforded them to reach churches on or near nine lines of railroad. About one hundred churches are thus served by pastors each year.

Jackson is a progressive city of twenty-five thousand inhabitants, distinguished for hospitality, beautiful residences and parks. There is an extensive system of pikes in all directions, which together with three National Highways intersecting here, makes the University very accessible by auto and carriage service.

Though industries abound and prosper, it is peculiarly a city of homes and flowers, a place of culture and refinement, alike attractive to the resident, the visitor and the student. Many families have moved here primarily for superior educational advantages.

HEALTHFULNESS

That Jackson is healthful is attested by the low death rate—a condition due in no small degree to the complete system of sanitation and the purity of the water supply. Coming from thirty-six artesian wells, this water supply seems inexhaustible, and is conveyed to all parts of the corporation by efficient municipal control.

A wonderful artesian well of fine sulphur and electro-chalybeate water is one of the attractions of Jackson.

The elevation of the spacious campus, covered with grass and shaded with large oaks, the thick walls of the building, and long, wide halls and large windows, make Union University a splendid site for a summer school, which is maintained each year with rapidly growing popularity.

THE STUDENT COUNCIL

The Student Council assists the faculty in discipline and has complete responsibilty of enforcing the "Honor System". It is composed of five faculty members, five young men and five young women elected by the student body.

A similar body is elected in each of the halls to take care of the discipline in each hall.

These committees have brought about a very fine spirit and high standard of conduct among the students.

GOVERNMENT

Union has a co-operative form of student government. The students co-operate with the faculty through the Student Council described above.

It is assumed that all who attend the University know right from wrong conduct, and that they are disposed to do the right. This is not a reform school, and parents must not expect us to do for their children, in matters of discipline, what they themselves have failed to do, and young men and women must not expect to shift from their own shoulders the responsibility of right living. Neither must they expect the University to tolerate unmanly or unwomanly conduct. Self-control ought to be the aim of every student and is the ideal which the University sets before them.

The University cannot accept full responsibility for the home conduct and social life of those student who attend the University from local homes. Parents and the students themselves must be responsible for such conduct when off the campus.

The University offers boarding accommodations for one hundred twenty-five young women and one hundred twenty-five young men on the campus.

The school can and does accept a measure of responsibility to the parents for those students committed to our care who board in the college buildings; but manifestly, the school cannot accept full responsibility for the outside social conduct of those who board in private homes. The school will keep a list of approved private boarding places, and when parents request it, will recommend them to students; but aside from the advantages in economy, there are many reasons why we recommend that all students who can secure rooms, should board in the University buildings.

Parents ought to require that their children board on the campus, and students under twenty-one years of age will not be allowed to board in private homes without written consent of parents. Students must not change boarding places without the consent of the president, and such consent will be given only when satisfactory reason is shown. Arrangement may be made, when satisfactory reason can be given, for their rooming in private homes and taking meals at the college dining hall, or for taking rooms in the colege halls and meals in private homes, but boys and girls are not alowed to room or eat at the same private place.

Girls will not be permitted to board or room in private homes except with near relatives, or with faculty members. The faculty make make exceptions in special cases, but rarely.

Students of college age and grade may be safely entrusted with more liberties than the average high-school student. *Students needing constant watching should be sent elsewhere.*

While it is manifestly impossible for the faculty to know all the breaches of right conduct, or to prevent them, yet an earnest endeavor will be made to enforce the following:

FUNDAMENTAL REGULATIONS

First. Absentees from classes will be expected to make up each recitation with a coach or an assistant in that department. This applies also to students who enter a few days late in any term. Those who enter later in the term may not expect full credit for a term's work in any subject. In some instances where the teachers deem it proper, a few hours' credit may be given in such cases.

More than three unexcused absences from any class automatically suspends a student from that class until he has satisfied the teacher in charge. Ten unexcused absences from classes automatically suspends one from school for the remainder of the term. Two tardies to count as one absence. Five unexcused absences from chapel will automatically suspend a student from school.

Second. Students are not permitted to give entertainments during the college session, either on the campus or in the name of the school or any department or any organization of it in the city without consent of the President or faculty committee.

Third. Students whose college standing is unsatisfactory are forbidden to appear in any University function of a public nature. This applies to athletics as well as to literary celebrations and to oratorical contests.

Fourth. Except by special faculty consent, students must attempt to take not more than seventeen hours a term. Only in very excpetional cases will this consent be granted.

Fifth. Keeping concealed weapons, swearing, playing cards or dice, or drinking spiritous liquors, are absolutely forbidden. Visiting pool rooms is forbidden under penalty of expulsion.

Sixth. Hazing will receive severest penalty.

Seventh. Students are forbidden to seek aid in examination, other than that given by the instructor in charge. The Honor System under the control of the Student Council is in vogue.

Eighth. No clubs, fraternities or societies may be formed unless the faculty, on application, approve the design of such organization, the rules by which it proposes to be governed, and the hours of the meeting. The faculty reserves the right to limit or to disband any such organizations. *The policy of the school is definitely fixed against admitting any more fraternities, and no petitions for forming new ones will be received by the faculty.*

Ninth. The following classes of students shall be eligible to membership in any fraternity or sorority:

(a) All college students, excepting freshmen, and those who are conditioned in more than one subject required for entrance, and those who have not passed all their work for the term preceding nomination.

(b) Any special student above Freshman rank, meeting college entrance requirements, who is carrying at least twelve hours strictly college work, and who has passed all his work of the term preceding nomination.

NOTE: (1) Fraternities and sororities must have faculty consent to initiate any student, and thirty days must be given the faculty for investigation before this consent will be given.

NOTE: (2) For the year 1925-26 Freshmen who are approved by the faculty may be initiated in the Spring Term.

NOTE: (3) All students must have been in residence one full term before being promised or pledged to any fraternity. All fraternities must observe this rule literally and rigidly.

Tenth. No student will be allowed to deliver the same oration in more than one contest.

Eleventh. Students must be quiet and orderly in their boarding houses, and thoughtful of the rights of others. Going to town during study hours or at night is disorderly and is therefore forbidden. Occasions may arise which justify a seeming violation of this rule. Young men are put on their honor, but subject themselves to being called to account for being out of room or being seen in town enough to arouse suspicion in the minds of friends.

The wholesome restraint of wise, strong, affectionate parents, in family life, constitute safe regulations.

Twelfth. While the faculty cannot assume the responsibility of boarding students not on the campus, it reserves the right to make such regulations at any time as may seem advisable, and the violations of the regulations on the part of a student will deprive him of the privileges of the school.

Thirteenth. The faculty will deal with all of the student organizations in the matter of discipline as with individuals, viz: assess demerits which shall carry a stated punishment. These shall be cumulative through the year.

DISCIPLINE IN THE HALLS

The rooms and furniture of both halls are to be gone over thoroughly and put into first-class condition, and rigid rules will be enforced to keep them in this condition. The deposit required of every one is to guarantee that all breakage and damage will be made good. The student, together with the superintendent of the hall, will make a careful inventory of everything in the room and its condition, both on entering and on leaving it. Each student will be held responsible for his own room, and all collectively will be held for all property and parts of the building. The deposit will be returned at the close of the year less any claim for damage.

All students on entering any of the halls, voluntarily and tacitly agree to obey all rules of conduct and deportment that govern the halls.

Lovelace Hall and Crook Hall have a modified form of student government under supervision of the matrons and dean of women.

Strict discipline and good order will be maintained. Those who are unwilling to co-operate in maintaining good order would better not enter. It will save them trouble and embarrassment later.

RESERVING ROOMS

Anyone who wishes to reserve a room in either of the halls for the coming school year may do so by seeing the President in person or by writing to him, making a deposit of $5.00, which will be placed on the room ticket. This ticket will be retained by the Bursar, and the student may settle the balance at the opening of the school and receive the ticket.

NOTE:—Room reservation is not refunded. The reason is obvious, and patrons will please not embarass us by asking for exceptions.

NOTE

Boys and girls taking their meals in private homes must eat at separate boarding places.

This rule is made necessary by the conduct of students in the past. Students must not ask for the privilege of violating this rule. The best interests of the school and student body demand that we enforce this rule rigidly.

RELIGIOUS LIFE

This institution is not a reformatory nor a theological school, neither is it a gymnasium. On another page we have mentioned the emphasis placed upon the training of the body. It is not necessary to mention the emphasis upon the training of the mind. But we would emphasize the fact that we are anxious not to neglect the training of the spirit, the cultivation and development of the moral and religious nature, because a finely-trained mind in a well-developed body all goes for naught if the soul is lost. This school is not a church, nor a prayer meeting; yet we are careful that a healthful religious atmosphere shall, so far as possible, pervade the entire institution. In chapel exercises, in class rooms, in every relation where the occasion arises, something is said or done to remind the student that, after all, the religious life is best; that the Bible is true, and that that life only is worth living which is ordered according to its precepts.

There are several religious organization among the students:

First. The J. R. G. Society, exclusively for young ministers, which has its session every Friday afternoon for discussion of religious topics. This society has made a wonderful contribution to the religious development of the South.

Second. The Volunteer Band, which meets weekly for the study of missions and other religious topics.

Third. The Students' Religious Council, which has general supervision of the religious activities of the school.

A healthy Christian atmosphere pervades the entire institution, and during the year many students decide for Christ, and others become settled in their convictions as to their duty in religious work.

The students conduct a weekly college prayer meeting in the chapel or halls, and also a ten-minute prayer meeting each day at noon.

A revival is conducted each year at some time during the session. The revival conducted the past session by Dr. M. E. Dodd resulted most happily. Many were saved, while a still larger number rededicated their lives to the Lord for special religious services.

Buildings and Equipment

The following statement as to the value of the University property is taken from the bookkeeper's statement:

Endowment	$139,285.20
Buildings and land	555,061.35
Equipment	52,958.50
Miscellaneous	53,468.64
Total	$800,758.73

The Executive Board of the Tennessee Baptist Convention appropriates $30,000 each year to the college for current expenses, equipment and indebtedness, which is equivalent to the income from an endowment of $600,000.

Campus

The campus of the University, containing fifteen acres, is located in the east part of the city wtihin three blocks of the business district. On it are situated the nine buildings of the University. Mr. C. C. Combs, landscape artist of St. Louis, was recently employed to go over the campus and make plans and specifications for improving it, converting it into a beautiful park. To carry out a part of his suggestions, many hundred dollars worth of shrubs were planted according to blue prints, by the students on a holiday. These improvements, together with many others, have already made the campus one of the beauty spots of Jackson.

BUILDINGS

Before any student will be allowed to move into any room in either of the halls, he will be required to see the Bursar, choose his room, make satisfactory settlement, and receive his room ticket, which he will show to the proper person at the hall. For this ticket he will pay the price of the room rent for the term. The charge is so small that there will be no refund for time out.

Adams Hall

On August 13, 1918, the front part of Adams Hall was destroyed by fire, but has been rebuilt, and made better and more modern than before. The parlors, halls and bedrooms are beautiful. The rooms are new, fresh, have commodious closets, have been newly furnished and are very inviting. Seventeen of the rooms are connected with private baths, and shower baths are located on each floor convenient to the other rooms.

The rooms have recently been made fresh and inviting. The rooms are furnished as Lovelace Hall described in the following paragraphs.

Few, if any, schools in the State can offer better rooming accommodations for young men than Union now offers. Students will furnish their own bed linen, pillows, covering, and toilet articles.

Everette Lovelace Hall

The dormitory for young women is a splendid three-story building completed in 1897. In this hall rooms are provided at a minimum cost for about sixty young women. The furniture of the rooms consist of chairs, a table, washstand, dresser, bed and mattress, bowl and pitcher. Each room has a very large closet. Young women should bring with them blankets, quilts, sheets, pillowcases, towels and napkins. Only two students occupy a room.

On each floor are bath rooms with hot and cold water, closets and lavatories. The building is heated with hot water and lighted by electricity. It is under the strict, but kind, management of Mrs. Stanfield and Miss Mattie Tate.

Many important changes and improvements were made in this hall last year. The dining hall and kitchen were removed and converted into bedrooms, the parlors changed to the opposite side of the building, the rooms repapered and many other improvements made.

Joseph A. Crook Hall

The new girls' home on the south campus has been christened the Joseph A. Crook Hall, in memory of the late Dr. J. A. Crook, who was a member of the Board of Trustees for forty years, was secretary most of that time, and was one of the most loyal supporters the school ever had. This was completed two years ago and accommodates sixty girls and houses the Home Economics Department. The bedrooms are beautiful and well lighted; all except two rooms have two windows, and six have four. The rooms are furnshed as Lovelace Hall except that most of the rooms have single beds and have a dressing table instead of a wash stand. Provision is made for about half of the girls to do their own cooking or clubbing.

Dining Hall

The building known as Dorcas Hall, formerly the Conservatory, has been remodeled into a dining hall, to accommodate 250. Few schools can boast a dining hall more beautiful or more pleasant.

Barton Hall

The new Administration building is located on the site of the old one. It is modern in every appointment and classic in design. It contains the library and reading room, recitation rooms, society

and fraternity rooms and administration office. Immediately behind the main building and connected with it is the chapel hall with a seating capacity of five hundred. The equipment throughout is complete and modern. There are few better equipped college buildings anywhere in the South.

Demonstration Home

Recently a nice six-room cottage has been purchased in which girls in the Home Demonstration work may spend a term with their teacher in practical house work.

Power House

This building is of light brick, erected in 1905, and situated at a safe and convenient distance from Adams Hall, Barton Hall and Powell Chapel. It contains a battery of two boilers and a complete electric light plant.

Library and Reading Room

In the Administration building the Library and Reading Room is furnished splendid quarters. There are about ten thousand volumes well selected and catalogued, including the T. T. Eaton bequest, which gives us a good working library, to which additions are made each year. The Reading Room contains the leading magazines, religious periodicals and daily papers. The order kept here is almost perfect, no better in any city library.

In addition to this, the Jackson Free Public Library of 25,000 volumes is within three blocks of the University on College Street, and pupils have free access to it.

These libraries give our students splendid library facilities.

Athletic Field

A new field for athletics has been acquired and put in good condition on the square adjoining the campus on the east.

Gymnasium

The new Gymnasium has been completed. It is a splendid building, 77x92 feet, and contains two courts 77x40 feet, one for boys, one for girls, with showers for each.

The J. W. Stovall Museum

Most of the collection that had been made was destroyed when the main building burned in 1912. We have now started a museum worthy of the institution. The first gift of any consequence was made some years ago by Mr. J. D. Barnett, Forrest City, Ark., A. B. of the class of 1886. This is a very valuable collection of geological, historical and biological relics and specimen, and made a fine nucleus around which to build a splendid museum.

To these have been added valuable contributions by other alumni—one by Rev. J. Frank Ray, D.D., class of 1902, now in Hiroshima, Japan. This collection contains many things of interest from that quaint and interesting country.

Another is a valuable collection from the battle front, brought back by Captain Julius Johnson, class of 1911. Captain Johnson has since added many other things collected in his travels in America.

Others by Sargeant Harry Carter of the Rainbow Division, and Alvin Todd of the Navy, some interesting things from Germany and the Philippine Islands.

For the past three years Mr. J. W. Stovall has been busy collecting and classifying material, and has made a remarkable showing, more than 30,000 specimens, most of them bearing directly upon subjects being taught in the college, particularly biology, geology, and history. In recognition of the untiring, unselfish and efficient labors of Mr. Stovall the faculty has voted to name the museum in his honor.

Three valuable shipments have been received from the Smithsonian Institution, and many things from friends in various lands. The most valuable additions were an indefinite loan of the great private collections of Indian and Mound Builder relics; one, that of Judge Homer Tatum of Alamo, in which there are about five thousand specimens, catalogued; the other is the splendid private collection of the late Dr. McCoy, loaned by his daughter, Mrs. Robt. Mahon, and her husband of the class of '17.

We hope that all the old students and friends of the institution everywhere will follow the example set by these loyal alumni and friends and make contributions. Since our students and friends are scattered all over the world, if each one would send a few things from his own locality, we would soon have a splendid museum.

If friends do not feel like making an absolute donation, we will be glad to pay expenses on geological specimens, plants, animals and relics of various kinds. If any friend possesses or knows of things of special value that will require some initial cost, we hope they will correspond with us about it. We shall be glad for friends to make us loans of things of special interest.

The City Y. M. C. A.

The City Y. M. C. A., a hundred thousand dollar building, is located three squares from the University campus. It contains a splendid gymnasium and swimming pool, which are at the disposal of the students for a nominal sum.

MEDALS

A gold medal, established by Festus Rhodes for the best orator in the Calliopean Society.

The Calliopean Society gives each year a gold medal for the most general improvement in proficiency in debate, also a "best debater's" medal.

A gold medal given by W. G. Foster for best orator in Apollonian Society. Also best debater's and loyalty medals, given by Apollonian Society.

The J. W. Porter Award of an International Dictionary or a Liddell & Scott's Unabridged Greek Dictionary for the best essay on some assigned topic, limited to the members of the J. R. Graves Society of Religious Inquiry.

The Fannie Forrester medal, established by G. M. Savage, is given to the pupil who completes most satisfactorily the post-graduate course in music according to the decision of the director of the Conservatory.

The Charles H. Strickland medal, established by Mrs. C. H. Strickland for the best orator in the Senior class. This is an endowed medal, and therefore permanent.

The Elizabeth Tigrett medal, founded by I. B. Tigrett in honor of his mother. It is awarded to the Senior who has, in the opinion of the faculty, made the best record during the four years in college. Scholarship and usefulness in student activities are the tests emphasized. The student must be a member of some literary society. This medal carries with it the highest honors of the Senior class.

The O. J. Nance Intersociety Medal, given to the best orator in the men's literary societies.

Loyalty medal, founded by Mrs. M. M. Summar for the Palladian Society.

The Karry Karnes Barry Medal, for the best essay in the Palladian Society.

The A. W. Prince medal, given for the best article for the year in the Cardinal and Cream.

The G. M. Savage medal for the best orator in the G. M. Savage Literary Society.

The Stanfield medal for best essay in Enonian Literary Society.

Rev. J. G. Hughes, Lebanon, Tenn., class of 1917, has established a medal which wil be given the Senior delivering the best oration at the August commencement.

Student Organizations

The University is not responsible for any financial obligation incurred by a student organization, student member of faculty, or employee unless authorized by the President in writing.

STUDENT ACTIVITY ASSOCIATION

The Student Activity Association controls the finances in a large measure of a number of subordinate organizations. This body has control of the ways and means of financing these organizations, and is under the management of the students themselves. It handles all the books and stationery of the school, the profits to be used as the student body may direct in financing their several activities. This organization arranges for collective buying, handles the laundry and has control of practically all of the financially profitable enterprises in which the students may collectively engage. The funds of the organization are used as the students may direct; to help needy students, to finance the Athletic Association, to assist in financing the Cardinal and Cream, the Annual, and such other enterprises as the students themselves may vote to foster.

ATHLETIC ASSOCIATION

This association promotes and fosters teams and games in football, basketball, baseball and tennis. It stands for and insists upon clean and wholesome athletics and has maintained very high standards. Through its high standards and influence, young men are toned up in their moral character and ideals, and even in their religious views.

ATHLETICS

Union University believes in training the body as well as the mind and soul. Perhaps nothing encourages an interest in physical exercise more than college athletics. While it usually happens that those who are on the teams are already developed, and therefore do not need the inter-collegiate contests for their own physical growth, yet it is true that most of them were originally aroused to an interest in the development of their bodies either by participating in games, or by watching the games of others. Thus it is that physical contests of all kinds call attention to the need of caring for and training the body, and arouse interest in such training. Inter-collegiate contests and the publicity given them constantly remind teachers, parents and young people themselves that physical training is one of the necessary preparations for a com-

plete life; and without these constant reminders, such training would be seriously neglected. But if it were not entirely neglected, without these contests the training would lose much of its interest and zest, which are so vitally essential to its greatest success. For these and other reasons athletics, while at first misunderstood, often misdirected and frequently corrupted, was subjected to very severe criticism and met much opposition. But its true merits have so won out, so many of the objectionable features have been eliminated, its character and object have become so much better understood, its redeeming qualities so much more appreciated, that today athletics is almost universally approved, and only a comparatively few objectors remain.

The world has recently had a wonderful demonstration of the influence of athletics upon national character. For example, Germany had no athletics—had no games. Her boys and people were not taught in youthful contests to "give and take." They were not taught the meaning of the words "fair play" in a struggle with a contestant. To understand the results, contrast their national character as demonstrated in their inconsiderate and cruel conduct of the war with the daring, courageous, yet chivalrous spirit of America, as illustrated by her schoolboy army, which knew how to fight, and yet knew how to consider the common rights of humanity, even of an enemy; in other words, knew how to "play fair." One was the result of physical training without athletics, and the other character and physical training with and through athletics.

In order that our college teams may be a credit to the institution, and that it will be a compliment to a young person to be a member of the team, the faculty has adopted the following rules which will be strictly adhered to:

1. None but *bona fide* students of this institution shall be allowed to participate in inter-collegiate or inter-scholastic contests. By "bona fide" student is meant:

(a) Any student who is carrying a regular course of study of not fewer than twelve hours a week in this institution, and who was enrolled at or near the first of the term in which he plays.

(b) Any student who has failed or been conditioned on no more than one third of his work.

(c) Any student who during the session does not absent himself from classes unless excused by the President.

NOTE.—Students desiring to participate in inter-collegiate athletics or scholastic contests must present evidence from their teachers that they are making satisfactory grades in two-thirds of their work, if carrying a full course, or passing in a total of ten hours if carrying less than sixteen hours.

2. No team will be allowed to be absent from the University for more than five recitation days during a season without faculty consent.

3. A member of the faculty shall accompany all teams when away from the University.

4. Before closing dates for games it shall be the business of the manager of each team to submit a list of the games with dates to the coach and President for approval.

5. The managers will be held responsible for the return of all equipment charged to them, who in turn shall so hold each student to whom they issue equipment.

6. *All funds shall pass through the books in the College office and all checks be signed by the President, and the President shall approve all contracts or orders involving money. This is imperative.*

All athletics are now under the general control of a council of three faculty members, two alumni, and four students elected by the student body.

LITERARY SOCIETIES

The literary societies play a prominent part in the life of the student body. There are three for boys, the Apollonian, Calliopean, and the G. M. Savage Societies. The last named organized four years ago, the other two have been in existence for three-quarters of a century. There are two girls, the Palladian Literary Society, organized fifty years ago, and the Enonian, organized four years ago and named for Miss Ena Williams. These societies are flourishing, wide-awake, have handsomely furnished rooms and meet weekly.

CARDINAL AND CREAM

This is a weekly college paper edited and published by the students and is a bright, breezy, readable paper. Sample copies will be sent upon request.

"LEST WE FORGET"

This is a magnificent book, well bound, and issued every other year by the students. It contains a vast array of pictures, and breezy, catchy bits of literary work. It is a volume always greatly prized by the students, and one that grows in value with the passing years.

FRATERNITIES AND SORORITIES

Union has two fraternities—Alpha Tau Omega and Sigma Alpha Epsilon—and one sorority—Chi Omega. They have their own special activities and functions, and add variety and charm to the college life.

THE DEBATERS' LEAGUE

This is a new organization intended to promote public speaking in the form of debates only. It arranges and prepares for intercollegiate contests. A debate is held each year with Carson and Newman College before the Tennessee Baptist Convention, and a simultaneous debate limited to classmen below Juniors with Bethel College. A simultaneous tri-college debate with Howard and Mississippi Colleges, and series of twelve no decision debates with Vanderbilt, before high schools.

THE NESTOR CLUB

This is a special literary club of upper classmen consisting of thirteen members, one of whom is a member of the faculty, and is organized to promote special scholastic interest and attainments. When a vacancy is caused by the graduation of some member, a new member is elected his successor from the upper classmen.

HYPATIA CLUB

This is a literary and social club of upper class girls, limited to eighteen in number, and is intended to train the girls for success in such clubs after they leave school.

OTHER CLUBS

"The Aggies," composed of agricultural students.

"The Chem Club," composed of chemical fans.

"The Home Ec," composed of girls in the Home Economics Department.

"The Doctors," composed of pre-medical students.

All these clubs meet with a program every two weeks and discuss topics of peculiar interest to those of the group. They create and maintain a vital interest in each department represented.

Expenses

The school year is divided into three terms both for the readjustment of classes and for the payment of fees.

The amounts designated below are due and payable at the beginning of their respective terms. Tuition is NOT charged for by the month. but by the year, the amount for the year being divided according to the terms for convenience.

ALL fees MUST be settled with the Bursar before a student will be enrolled in any class. The student who cannot pay cash must see the Bursar and make satisfactory arrangements before entering classes, just as those paying cash.

If a student cannot pay any or all of his fees when they are due, he should come prepared to make a bankable note, or other satisfactory arrangement.

A small laboratory fee is charged each student who works in the laboratory, to cover the cost of reagents consumed.

Ministers of all denominations pay for their children one-half the regular tuition fees in the college and academy. Ministerial students get a reduction amounting to $50.

No boarding students will be allowed to carry fewer than fourteen hours' work, except upon advice of physician.

NOTE—In calculating the cost of attending college, patrons must remember that students would have certain expenses if he remained at home, such as clothing, board, laundry, entertainment, and incidentals. Some of these are frequently more at home than at school, so that it does not cost so very much extra to attend college.

Condensed Table of Expenses

	Cash 1 Year in Advance.	Cash at 1st of Each Term.	At Close of Each Term.
Tuition	$ 80.00	$ 84.00	$ 92.00
Board	175.00	180.00	186.00
Matriculation	16.00	18.00	18.00
Room Rent (minimum)	31.00	36.00	36.00
Students' Fees	10.00	12.00	12.00
Total	$312.00	$330.00	$344.00

Remarks—It will be observed that the cash discount is sufficient to enable a student to save money by borrowing money for his entire expenses even at 8%. Or, in other words, the school pays the interest for the student who borrows money and pays cash.

The discount really amounts to approximately 12% since one-third

of the whole amount is due in advance anyway, one-third in three months, and the balance in six months. It is therefore highly profitable for all to pay in advance.

Remark II—Where students pay two or more terms in advance, and find it necessary to leave school, proportionate refunds are made. For example, if student leaves at close of first term, he will be charged for the first term at the rate quoted for "one term in advance" and be refunded the balance. Students leaving at close of second term will be charged at the rate quoted for "two terms in advance," and be refunded the balance. Students leaving before the close of a term will be settled with according to the above statements (modified by the refund rules governing fraction of terms.)

Literary Tuition	Each Term
Regular rate after ten days	$30.00
Cash one term in advance	28.00
Cash in advance for whole year (3 terms)	80.00
Fees in Home Economics Department—	
Cooking	$ 8.00
Sewing	5.00
Home Decorating (if taken alone)	2.00
Nursing and Invalid Cookery	3.00
Nutrition and Dietetics	1.00
Millinery	1.00
Full Economics Course	12.00
Cooking, one year in advance	21.00
Sewing, one year in advance	12.00
Full course, one year in advance	32.00

Note—Students taking Home Economics but no Literary work will pay, in addition to the above fees, the regular matriculation fees, and ten dollars a term tuition.

Students in the Demonstration Home will pay $7.50 room rent per month and their pro rata of the expense of the home.

Table Board—	Each Term
Regular rate after ten days	$ 62.00
Cash one term in advance	60.00
Cash in advance whole year (3 terms)	175.00
Fees	
Matriculation fees	6.00
Matriculation fees one year in advance	16.00
Student activity fees	4.00
Student activity fees one year in advance	10.00

Chemistry laboratory fees, $5.00 for Elementary and $7.50 for Advanced per term. Breakage deposit, $5.00.

Biology and Physics laboratory fees, $3.00 per term.

If any student spends more than the above amounts, parents should investigate and write the President in regard to it.

Girls' Club

Expenses in the Girls' Club are much less. Girls can easily make their expenses less than the above by more than $100. See page 101.

Occupants of the dormitories who have keys to their doors are not permitted to exchange keys with one another when they change rooms. All keys must be brought to the office and exchanged. Absolutely no refund will be allowed for a key bearing a number different from that issued.

ROOM RENTS

(Each person, one term in advance)

	Each Term
Adams Hall, East Wing	$12.00
West Wing—	
Rooms without bath, $12 to $16 a term.	
Rooms with bath, $12 to $18 a term.	
Girls' Halls—	
For one-window room	$12.00
For two-window room	14.00
For three-window room	16.00
For four-window room	17.00

Cash two terms in advance, 6% discount on the second term.

Cash three terms in advance, 8% discount on the second and third terms.

Room Reservation—We have only a limited number of rooms, and for the past three years they have been engaged before the opening of school. This has necessitated our requiring a reservation fee of $5, which is not refunded, but transferred to room deposit when students enters.

Books and stationery (estimated) vary from $15 to $30 a year. Laundry, from $15 to $30 a year.

Heat and Lights

Students rooming in the halls, but taking meals off the campus, will pay additional for water, heat and lights, as follows: Fall term $8, winter term $10, spring term $8. These rates also apply to the girls doing their own cooking. These fees are charged because the cost of heat, water and lights is charged in the account for board, and not in the account for room rent.

Fee for Students' Activities, $10 a year, or $4 a term. This is turned over the Students' Council to finance their activities, and among other things includes a year's subscription to the Cardinal and Cream, Lyceum ticket and admittance to all games.

TUITION IN FINE ARTS

	Each Term
Piano (Advanced, under director)	$27.00
Piano (Intermediate, under director)	27.00
Piano (Primary)	23.00
Voice and Pipe Organ—write for rates.	
Sight Singing	7.00
Gospel Music Course	4.00
Composition and Advanced Theory—	
Private Lessons	10.00
Harmony (in class)	8.00
Musical History	8.00
Expression (private lessons)	20.00
Piano Rent, one hour a day, each	6.00
Additional hour a day	2.00
Violin, per year	70.00
Other string instruments	60.00
Clarinet, per year	70.00
Other wood-wind instruments	60.00
Cornet or trumpet	70.00
Percussion instruments, including instrument in double-drumming and other brass instruments	60.00
Percussion instruments, including instruction in double drumming and bell playing	70.00
Saxophone	70.00

GRADUATION FEES

College Department	$10.00
Music Department	10.00
Expression Department	5.00
Home Economics	5.00

NOTICE

All students in all departments must get a matriculation card from the President's office and pay matriculation fees at the Bursar's desk. The teachers must insist upon each pupil's presenting a matriculation card stamp-by the Bursar.

Registration Fee—Students enrolled in Fine Arts Department only will not pay a matriculation or student fee, but will pay registration fee of one dollar only. Teachers will see that all such students enroll at the Registrar's office and present receipt from Bursar.

LATE ENTRANCE FEE

It is better for student to enter late than not at all, but late entrance always causes some confusion in the classes, and additional work for the teachers, so in order to help prevent any needless tardiness, a late entrance fee of $1 will be charged those completing their enrollment one day later than the formal opening of any term, and $2 after two days. This may be remitted for sufficient cause.

Change of Classes

It is detrimental to the school and usually to the individual student to change classes after once entering, and so to compensate the loss to the school and to reduce to the minimum these changes, in keeping with the policy of the best institutions, we will hereafter make the following charges for each change:

First week, 25c; second week, 50c; after second week, $1.00. A change means: To drop a class, to take up a new one, or to exchange classes.

No change can be made without the written consent of the Professor or Professors concerned, the President, or in his absence, the Dean, and the permit must bear the Bursar's stamp. Any student who makes a class change without a change card properly filled in, and filed with the Bursar at the beginning of the term, shall not receive credit for the work of the course in question, even if claim is made at the close of term.

Refunds

Room rents, matriculation fees, student fees, and room reservation fees are never refunded. Board is refunded for absence of even weeks, no fractions of a week considered. No refunds may be claimed for board for the last week of any term.

Tuition is refunded in the Literary Department, provided that no refund will be considered for less than one month's absence in any term, and full month's tuition will be charged for any fraction of a month that the student may be in attendance, and provided further that no refund of tuition whatever will be made

when student is forced to withdraw from school for disciplinary reasons. Students in refusing to conform to the disciplinary rules of the school forfeit all claims for refunds.

The claim for refund will be considered only from the date Bursar is notified in writing of absence. Where possible the Bursar should be notified in advance. No claim may be made for time preceding such notification. Reasons for these rules are obvious.

It will be observed that all of the above rules and regulations put the responsibility upon the pupil. He saves money by seeing the President and Bursar immediately. Delays and negligence are costly. Students should learn to be prompt.

Deposit Fees

Every student entering one of the boarding halls must deposit a breakage fee of $5.00, and a key deposit of $1.00. Students in Chemistry will deposit a breakage fee of $5.00.

These deposit fees will be returned to the student upon leaving school or at the close of the year, or upon return of articles, less any loss or damage charges.

Tutors

Students required to meet a tutor in any department will pay fifty cents for each lesson.

Remarks on Ministerial Education

The ministerial board will consider all contributions placed in its hands as a *loan* fund, to be lent, not given, to those who need help. The personal note of the student will be taken, to begin bearing three per cent interest two years after the student leaves school. No security will be required except that three brethren, pastors or deacons, will sign an attached statement that they have implicit faith in the student's sincerity, piety and honest regard for moral obligations.

This is done for two reasons: First, to protect the ministerial students from unjust criticism and at the same time have regard for and develop their sense of self-respect. Second, to enable the University to develop in the course of years a large loan fund that will assist a much larger body of struggling young preachers. The young preachers themselves welcome this change. The worthy ones will be only too glad to pay back the debt to help others, and the one who will object to doing so is unworthy of the sacrifice of the churches in supporting him.

LOAN FUNDS

Walter Gray Fund

In August, 1918, Mrs. Sallie Patrick of Collierville, Tennessee, gave the University a sum of money to be used as a fund to be loaned worthy students in memory of her deceased son, Walter Gray. The trustees accepted this and named it the Walter Gray Fund. In the first year it enabled nine of the best students in school to continue through the year. All of these otherwise would have been compelled to drop out of school. Some of them have since graduated and are holding good positions. Others are still in school. Mrs. Patrick was so well pleased with the results that she later visited the school and added another thousand dollars to the fund. She left in her will $1,000 for this fund, which has now assisted about forty young people.

The Betty Sevier White Memorial Fund

The Betty Sevier White Memorial Fund was established in January 1919, by her husband, Mr. Henry White, and son, Henry White, Jr., of Jackson, Tennesssee. The establishment of this fund is a beautiful and worthy tribute to the one who had been so active in her church life and in her interest in young people.

Lanier Fund

In September, 1920, Mr. J. W. Lanier brought to the President's office, $1,500 in bonds, requesting that it be used in assisting worthy students, establishing a fund in memory of father and mother, Mr. and Mrs. J. P. Lanier, and daughter, Rubie Marie. Mr. Lanier has later made additions to this fund. This is a worthy memorial to those who for years were known as among the best friends the students, particularly ministerial students, Union ever had.

The W. H. Nichols Fund

In April, 1921, Mr. W. H. Nichols of Kenton , Tennessee, established a fund to be loaned to young ladies studying for missionary work. Mr. Nichols is very much interested in the education of young women for missionaries, and was touched by the fact that, while there has been much done for the education of young preachers, there has been no fund of this kind established, so far as the writer knows, to assist missionary girls. It was Mr. Nichols' hope that his establishing this fund would call public attention to the oversight, and that others would join him in an effort to make provision for assisting girls who are offering themselves for missionary work. In this he has not been disappointed, for several others have made contributions to this fund.

The L. J. Brooks Fund

In May, 1921, Dr. L. J. Brooks of St. Louis, an alumnus of West Tennessee College (now Union University), established a fund of $500 in grateful recognition of his interest in his Alma Mater, and in young people who have to struggle, as he did, in getting through college. This fund rendered timely assistance to several worthy students this year.

The Waldrop Brothers Fund

In April, 1922, Messrs. Homer and Floyd Waldrop, students in Union University, realizing the need and value of such funds, upon conditions accepted by the trustees, established a fund of $500—a worthy monument to two worthy students.

Ministerial Loan Fund

The University receives $1,000 annually from the Baptist State Executive Board, which is loaned without interest to young ministers.

Classes of 1922-23

The class of 1922 established a fund of $1,000 as a class memorial. It was their hope that other classes would follow their example, which in the course of a few years would establish sufficient funds to afford every worthy student the opportunity of a college education.

The class of '22 was not disappointed, for the class of 23' followed their example and established a fund of $570.00. There can be no greater testimony of the value of loan funds than the fact that our present student body is so impressed as to establish such funds themselves.

The G. M. Savage Memorial

The alumni have started a fund for a G. M. Savage Memorial Chapel, with the understanding that the funds are to be used as a memorial loan fund until needed for the building. Several hundred dollars have been paid in already, and is being loaned to Juniors and Seniors only.

The Crump Fund

Mrs. W. O. Crump, of Memphis, being impressed with the possibilities of loan funds for rendering a great service to worthy young people and through them to the world, has started a fund with $200.

Other Funds

Certain Sunday School classes in the First Baptist Church, Jackson; the Men's Sunday School class of the First Baptist Church, Clarksville, and the W. M. U. of Central Association are laying the foundations of splendid funds which have already made it possible for several of our best students to remain in school this year. The W. M. U. Friendship, Tennessee, have voted to give $25 a quarter indefinitely for a loan fund.

Remarks

The above loan funds are the beginning of what we hope will be a popular movement among our people. This is peculiarly an attractive way in which to invest in young life. It assists, without making dependent, it helps only those who are worthy and ambitious, and since these funds carry a low rate of interest, they will increase through the years. A thousand-dollar fund established now, within fifty years will amount to twenty thousand dollars, and in a century will amount to $300,000, after making a liberal deduction for losses.

The writer knew a man in Louisiana who set aside a small sum of money each year to assist some worthy girl through school. When the writer met him, he had educated eighteen, and since these girls had returned to him the principal and interest, he had a larger fund on hand than when he bgean. Another man in Kentucky a few years ago placed forty-five dollars in a lcoal bank to pay the tuition of some worthy girl. He soon found such a girl and loaned her the money. She attended a school of which the writer was president, was able to teach the following year, paid back the forty-five dollars and afterwards made her own way through school. The forty-five dollars was loaned to another girl, and in like manner this fund has rendered the assistance needed to make possible the education of six splendid young women, and, two years ago when the writer received this information, the donor still had the original investment in the bank to help another girl that fall. He is so well pleased with the investment that he is now considering increasing it and making it a memorial fund.

The President of Union University will be glad to correspond with any one interested in establishing such funds.

A Great Memorial

We suggest a great and worthy memorial for some one as follows: A dormitory for girls equipped for clubbing or light housekeeping plan that has been so successfully in progress here for the last eight years. We have had 500 girls in the history of the club to take advantage of this special boarding plan, and they are enthusiastic over it. It has enabled many to get an education who could not otherwise have done so. They have reduced the cash cost of their board to an average of $10 a month. We need a large building properly planned and equipped to take care of 100 girls. Such a building would cost forty to fifty thousand dollars. We suggest that the net rents from the building be turned over to a loan fund and be lent out as other funds. This fund would grow under the annual rents and compound interest through the years so that within a century would amount

to more than $13,000,000. Other buildings might be erected before the close of that period and thus hundreds of thousands of girls be helped through school. The imagination is staggered at what it would do in the next century—and yet universities stand for a thousand years. This is a great suggestion to somebody.

Rules and Regulations

The above funds, except those specially designated otherwise, are let out under the following regulations; First, funds are available to students who have demonstrated their real worth in school. Class records and deportment in general are considered. They must be recommended by all of their teachers. Second, six per cent interest is charged. Third, at present, owing to the limited amount at our disposal, we must limit the amount loaned to any student to one hundred dollars a year. Fourth, students who do not have insurance protection or property must offer approved security.

Form of Will

I, ..., hereby will and bequeath to

Union University, Jackson, Tennessee, ...to be

used as follows:.....

(Signed).....

Place and Date.....

Witness:.....

Historical Sketch

Union University is the descendant and heir to two earlier institutions—West Tennessee College at Jackson and Union University at Murfreesboro.

West Tennessee College was established in Jackson about 1842. Most of the early history of the College is lost. Only a few fragments remain. It is not definitely known what year the school began or just how it was started or financed. A catalogue printed in 1844 has been discovered which gives the faculty and students of the previous year, so that it is known that West Tennessee College was a going concern in 1843. Tradition has it that it was established a few years earlier. However, we give 1842 as the date of its beginning. The school really had its first conception in the provision of the North Carolina compact in ceding Tennessee to the United States government to be made into a new State. It was provided that there should be three colleges established, one each in East, Middle and West Tennessee, setting apart certain public lands to that end. But it was not until 1846 that an act of Congress was passed extinguishing the title to unappropriated lands south and west of the congressional reservation line, and the $40,000 arising from the sale of these lands was set apart as an endowment fund for West Tennessee College, located in Jackson.

The college was chartered in 1846 by an act of Congress signed by James K. Polk as President of the United States. Hon. Milton Brown represented this district at the time and Andrew Johnson and Jefferson Davis were members of the Congress that passed the enabling act. The charter was also granted upon the authority of an act of the Tennessee Legislature, Aaron Brown being Governor. Hon. Harvey Watterson, father of Col. Henry Watterson, being president of the Tennessee State Senate, signed the enabling act. It is rare, indeed, if not without parallel, that an institution of learning should have had as its godfathers a President of the United States, an American Congress, a State Governor and State Legislature, and as afterwards happened, a State Baptist Convention.

Rev. S. M. McKinney, A. M., was first president. Little is known of the details of the development of the school prior to the Civil War. At the close of the war Dr. William Shelton was elected president, and under his administration the school grew rapidly until it was consolidated with Union University in 1875, when the property and endowment was estimated at $90,000.

Among the prominent men educated in West Tennessee College may be named Judge W. B. Turley, father of the United States Senator Turley; Alex W. Campbell and Hon. William H. Jack-

son, brigadier generals in the Confederate army; Hon. Howell E. Jackson, United States Supreme Judge; and Judge J. L. H. Tomlin, Judge Henry W. McCorry, Chancellor E. L. Bullock, Col. Robert Gates, prominent journalist; Judge Levi Woods, Rev. A. B. Jones, many years president of M. C. F. I.; Judge John A. Harrison of St. Louis, Judge Chester G. Bond of Jackson, John Williams and Allen Clark, engineers and railroad builders; Hon. H. C. Anderson, president of the State Senate; Hon. J. L. Lancaster, president Texas and Pacific Railway, Dallas; Hon. Tom Freeman, receiver for International and Great Northern Railway, Dallas; L. J. Brooks of St. Louis, founder and many years editor of the Jackson Daily Whig, now Jackson Sun; Hon. H. K. Bryson, late Commissioner of Tennessee, and a host of others that gained national prominence.

In the year 1845 the Baptist General Assembly of Tennessee, feeling the need of an institution of learning of higher order, resolved to establish and endow a college known subsequently as Union University. The proposition had been agitated for twelve years preceding.

The sum of $65,000 was raised, and the institution was located at Murfreesboro. The Reverend Dr. Joseph H. Eaton was the first president, and held this position until death in January, 1859.

During the years from 1861 to 1866, inclusive, the school was suspended on account of the Civil War. The building was greatly damaged, the library and apparatus were destroyed, and the endowment was wholly lost.

The school was reopened in 1866 and continued until 1873, when an epidemic of cholera and other causes led to a suspension of all work.

On the 10th day of April, 1874, a convention was called at Murfreesboro to consider the question of re-establishing a college for the entire State, and a committee was appointed to locate it. Among the various propositions presented, Jackson was selected as the best site.

On August 12, 1874, the Tennessee Baptist Convention, then in session at Trezevant, appointed a Board of Trustees consisting of thirty-five members. The institution was rechartered by the State on June 25, 1875, under the name of the Southwestern Baptist University.

On August 5, 1890, a deed was made to the Southwestern Baptist University. During this year, Colonel J. W. Rosamon was chosen as financial agent, and in six months he had a showing of about $30,000 in bonds. During the year 1890 Miss Willie Edwards of Shelbyville, Tennessee, made a gift to the endowment fund amounting to $3,310. In November of that year the American Baptist Education Society set aside $12,700, $2,700 of which

was to be applied to the payment of the agent's salary to June 20, 1892; the remaining $10,0000 was gift conditioned on the raising of $40,000 additional to the $30.000 in individual bonds raised by Col. J. W. Rosamon, as stated above. The same percentage of the $10,000 was paid as out of the $70,000 in individual promises collected in 1897.

In 1897 a movement to endow the Chair of Logic and Moral Philosophy, in honor of Dr J. R. Graves, resulted in raising $10,-000. Dr. H. C. Irby was secretary of the movement.

Through the liberality of Mr. W. T. Adams of Corinth, Mississippi, a dormitory for young men was erected in 1895, and in 1896 this building was enlarged by the addition of a three-story front. In 1897 a dormitory for young ladies was erected, which, in consequence of a gift from Mr. J. R. Lovelace of Martin, Tennessee, was named in honor of his son, Everett Lovelace Hall. Both of these buildings are located on the college campus.

A new chapel was completed in 1899, and, in honor of Dr. W. D. Powell, was named Powell Chapel. In 1901-2 the Perry Estate became the property of the University. With this the Perry School of Biblical Instruction was established in memory of Benjamin W. Perry, who gave his estate, amounting to $12,000, requesting it to be used especially in the education of young ministers. In the spring of 1905 Dr. H. C. Irby gave the University, under conditions accepted by the trustees, $18,000, which, with $7,000 already given, made his gifts amount to $25,000.

In May, 1905, the General Education Society offered the trustees $25,000 on permanent endowment, if the friends of the institution would promptly raise $75,000. The effort securing this offer in 1906 was successful under the leadership of President Hale.

At a meeting of the Board of Trustees, September 17, 1907, the name of the University was changed from Southwestern Baptist University to Union, the name given in its organization in 1845.

On January 20, 1912, the chapel and main building of the institution were entirely destroyed by fire. Much of the apparatus and the entire library were saved and the loss was partly covered by insurance. A movement to raise funds was immediately set on foot, and as a result of this movement the present Administration building was erected. On account of liberal gifts of Colonel O. C. Barton, Paris, Tennessee, this building was named in honor, Barton Hall.

On October 1, 1917, Union University was formally taken over by the United States Government as an army post, in the establishment of a student army training camp, First Lieutenant Ralph Fellows, Commandant—202 students enrolled in the Military Unit.

In January, 1918, a campaign was launched by the Baptists of Tennessee for $100,000 for Union University and most of it subscribed and a part of it paid in cash, when the larger movement, The Seventy-five Million Campaign of Southern Baptists, was launched. Union University's share of this fund was $300,000.

In May, 1922, the citizens of Jackson contributed $25,000 to an enlargement fund that resulted in the erection of the Joseph A. Crook Hall, Gymnasium and Dining Hall, the total cost of which was about $60,000.

Union University has had the following presidents:

Joseph A. Eaton guided the initial stages, from the early forties until the formal opening of the College January, 1848; from then he was president until his death, January 12, 1859; J. M. Pendleton, 1858-61; G. W. Jarman, 1865-71; Charles Manley, 1871-2; George W. Jarman, 1872-90; G. M. Savage, from 1890 to 1904; P. T. Hale, 1904-6; G. M. Savage, 1906-7; J. W. Conger, 1907-9; I. B. Tigrett, 1909-11; R. A. Kimbrough, 1911-13; R. M. Inlow was elected June, 1913, but resigned soon after opening of fall term; A. T. Barrett, 1913-15; G. M. Savage, 1915-18; H. E. Watters, 1918-

The longest times of active service as professors were: Joseph H. Eaton, fourteen years; George W. Jarman, forty years; H. C. Irby, thirty-two years; T. J. Dupree, twenty-nine years; G. M. Savage, thirty-seven years; A. W. Prince, seventeen years.

The College

ENTRANCE REQUIREMENTS

For admission to the Freshman class in any regular course leading to a degree, a pupil must offer fifteen units. A unit means a high school course of one scholastic year.

English	3
Mathematics (1½ Alg. and 1 Pl. Geom.)	2½
One Foreign Language	2
History	1
*Science	1
Electives	5½
Total	15

A student deficient in one or more units will not be considered a regular college student until these deficiencies are made up.

*The students in high school with poor scientific equipment are encouraged to omit science in high school and to spend their time in taking an additional unit in language, English or history, and then to make up their deficiency after they enter Union by electing an extra year of science in College.

WHAT MAY BE OFFERED

And the Maximum Amount of Each.

English Composition, Grammar and Rhetoric	2
Literature	2
Algebra to Quadratic Equations	1
Algebra—High School Algebra Completed	1
Plane Geometry	1
Ancient History	1
Modern History	1
English History	1
American History and Civics	1
*Latin—Grammar and Composition, Caesar, Books I-IV	1
Six Orations of Cicero	1
Virgil's Aeneid, First Six Books	1
*Greek—Grammar and Composition	1
Xenophan's Anabasis, Books I-IV	1
German—Elementary Grammar and Reading	1
Elementary Grammar and Composition	1
French—Elementary Grammar and Reading	1
Elementary Grammar and Composition	1
Science—Physiography, with field work	1
Experiment Physics	½
Inorganic Chemistry, with laboratory work	1
General Science, with laboratory work	1
Domestic Science	1
Domestic Art	1
Botany, with laboratory work	1
Zoology, with laboratory work	1
Agriculture, with laboratory work	1
Physiology	½
Bible (if done under accredited teacher and equivalent to a full year of literary work)	1
Music (upon satisfactory examination on at least three years' work)	1
Manual Training and Commercial Subjects	3
Spanish	2
Military Training or Expression	1

*Entrance units required in Latin or Greek only for the classical group. Two entrance units of a Modern Language required only in the Modern Language Group.

ACCREDITED SCHOOLS

The College desires to promote the growth of thorough secondary schools.

With reference to the relations sustained by the University to academies and high schools, with different courses of study, and different texts, it is difficult to state anything more definite than that the Colege desires in all cases to give full credit for actual work done, and that certificates from principals, stating the time spent in recitation, the text used, and the parts of books completed in the various courses will be honored, provided, always, that if the students fails to maintain his standing in the class assigned to him, his work in the University is to be the final test of character of previous work.

Advanced college standing will be given on the same conditions as above in case such work has been done with proper equipment and under such conditions as make satisfactory college work possible. No college credit will be given for any work done in high schools.

Credits for advanced standing must be secured by November 15, and must be approved by the heads of the departments concerned.

REQUIREMENTS FOR GRADUATION

The total number of term hours required in each group is 192. Credits are determined by terms; one credit hour means one hour of class work a week in a single subject throughout a term. The school year is divided into three terms, so that the above requirement is equivalent to 64 year hours or 128 semester hours.

In each group a certain number of electives may be taken from any of the regular college courses offered, but must be other than those required in that particular group. However, the wise student will always finish his required work first. Failure to do this frequently forces students to do more than 192 hours in order to graduate.

Credit for work done in the Fine Arts Department can be counted only when not also counted toward graduation in those departments.

QUALITY CREDITS

Under a new ruling of the faculty a student to graduate must present a minimum of 192 quality credits in addition to the regular 192 hour credits. In other words, it is not enough to have the required number of grades, but they must be of standard quality. The system of quality credits is as follows:

Two quality credits are given for each credit hour of "A" grade, one quality credit for each credit hour "B" grade, and none for grades of "C". One quality credit shall be subtracted for each "D" grade, and two quality credits shal be subtracted for each "F" grade.

One quality credit per term is allowed for satisfactory work in any Literary Society, J. R. G. Society, Mission Band, Volunteer Band, W. M. U. Publications, Athletics, Student Council. Not more than 48 quality credits shall be made in student activities mentioned above. All claims for quality credits for students activities must be made by each student within ten days from the close of the term within which the credits are claimed.

Students making as many as 312 quality credits during their college course are graduates as Honor Students, *Cum Laude*. The three ranking highest with *Magna Cum Laude*.

Rules for Allowing Quality Credits

The following rule shall be followed in allowing members of various organizations Activity Quality Credits:

(1) The society or organization must meet at least once a week; (2) The membership shall not be limited in number; (3) The meetings shall be primarily *non-social.*

Honor Students

No candidate for degree who has not been in attendance two full years may graduate as an Honor Student.

THESIS

Hereafter a thesis will not be required of candidates for the bachelor's degree, but instead three hours of English, devoted to systematic outlining in organization shall be required, which may be a part of the English already required.

STUDENT ACTIVITY POINTS

In order to protect the student from too many student activities, a regulation has been adopted limiting each student to a maximum of 14 points. The following tables indicate the number of points carried by positions in the various activities:

President of the Student Body 12

	Student Government	*Hall Government*
General Chairman	8	3
Chairman Ex. Committee	6	2
Secretary	5	2
Sergeant-at-Arms	4	2
Members of Council	3	1

Publications	C. & C.	Annual
Editor	10	10
Asst. Editor	5	5
Business Mgr.	9	9
Staff Members	3	3
Asst. Bus. Mgr.	5	5

Greek Letter Frats.	
President	5
Secretary	4
Treasurer	3
Other Officers	2
Members	1

Classes	
President, Seniors	6
President, Juniors	5
President, Sophomores	4
President, Freshmen	4
V.-Pres., each	2
Secretary, each	2
Ch'm. Social Committee	2
Ch'm. Social Com.	4
Secretary	4
Treasurer	2
Reporter	2
Other Officers	1

Departmental Clubs	
Monthly	
President	2
Sec.-Treas.	2
Ch'm. Refreshment Com.	2
Reporter	2
Bi-Monthly	
President	3
Sec.-Treas.	3
Ch'm. Refreshment Com.	3
Reporter	2
Other Officers	1
Weekly	
President	4
Secretary	3
Treasurer	3

Ch'm. Finance	2
Other Officers	1
Permanent Committee	1
Y. W. A. and Other Religious Societies	
President	4
V.-President	2
Ch'm Program Com.	3
Ch'm. Social Com.	2
Secretary	2
J. R. G. and Literary Societies	
President	6
V.-President	3
Ch'm Program Com.	4
Ch'm. Refreshment Com.	4
Reporter	3
Student Activity Association	
President	10
Secretary	6
Treasurer	5
Other officers	2
Athletic Association	
President	5
Vice-President	2
Secretary	2
Treasurer	3
Yell Leader	4
Team Managers	6

CLASSIFICATION

College students will be classified as follows:

(a) A student will be classified as a Freshman who has no conditions required for entrance and is carrying at least twelve hours of Freshman work in the Fall Term.

(b) A student will be classified as a Sophomore who has no condition required for entrance and at the beginning of the Fall or Winter Term has at least thirty-six hours of college work to his credit.

(c) A student will be classified as a Junior who has no condition for entrance, and who at the beginning of the Fall Term has at least ninety hours to his credit.

(d) A student will be classified as a Senior who at the beginning of the Fall Term has at least 138 hours to his credit.

Note—Nothing in these requirements may prevent a student's changing to a higher class the last term of the year, provided he has made up his deficiencies by that time.

The University at the present is offering but three degrees—Bachelor of Arts, Bachelor of Science and Bachelor of Music. The requirements for the Bachelor of Arts degree are indicated in the chart on the opposite page, and in the remarks following on the next page.

For the Bachelor of Science degree the student may substitute Education or Science for the two years of foreign language in Groups III and IV. The requirements for the two degrees, B. S. and A. B., are otherwise the same.

For the degree of Bachelor of Music, students must meet the regular college entrance requirements, and present 192 hours of college work, including the regular course prescribed in music.

GROUP I *Classical*		GROUP II *Biblical*		GROUP III *Modern Language or Science*		GROUP IV *Sociological-Educational*	
Freshman Year—	Hrs.	Freshman Year—	Hrs.	Freshman Year—	Hrs.	Freshman Year—	Hrs.
English	9	English	9	English	9	English	9
Mathematics	12	Mathematics	12	Mathematics	12	Mathematics	12
*Latin	9	*Latin	9	*Modern Lang.	9	*Foreign Lang.	9
*Greek	9	*Greek	9	Chemistry	12	Chemistry	12
Bible (Old Test.)	9	Bible (Old Test.)	9	Bible (Old Test.)	6	Bible (Old Test.)	6
Elective	3	Elective	3				
Sophomore Year—	Hrs.	Sophomore Year—	Hrs.	Sophomore Year—	Hrs.	Sophomore Year—	Hrs.
English	9	English	9	English	9	English	9
Latin	9	Greek	9	Math. or Science	9	Foreign Lang	9
Greek	9	Chemistry	12	Two Mod. Lang.	18	(Same as above)	
Chemistry	12	Sociology	9	or Biol. and Phys.	18	Sociology	9
Bible (New Test.)	6	Bible (New Test.)	6	Old Test	2	Old Test	2
Electives	3	Electives	3	Bible (New Test.)	6	Education	9
				Electives	4	Bible (New Test.	6
						Electives	4
Junior Year—	Hrs.	Junior Year—	Hrs.	Junior Year—	Hrs.	Junior Year—	Hrs.
History	9	History	9	History	9	History	9
Polit. Sc. or Economics	6	Polit. Sc. or Economics	6	Polit. Sc. or Economics	6	Polit. Sc. or Economics	6
Psychology	6	Psychology	6	Psychology	6	Psychology	6
Biology	9	New Test. Gr.	9	Adv., Lab. Sci. or Mod.		Education or Sociology	9
Geology	6	Geology	6	Lang. or Mathematics.	9	Geology	6
Electives	12	Electives	12	Electives	8	Electives	12
Senior Year—	Hrs.	Senior Year—	Hrs.	Senior Year—	Hrs.	Senior Year—	Hrs.
Thesis English	3	Thesis English	3	Thesis English	3	Thesis English	3
Logic	4	Logic	4	Logic	4	Logic	4
Ethics	3	Ethics	3	Ethics	3	Ethics	3
Sociology	9	Education	9	Sociology	9	Education or Sociology	9
Electives	29	Electives	29	Electives	29	Electives	29

REMARKS—It will be noted that the above groups are really six in number, namely: Classical, Biblical, Modern Language, Scientific, Sociological and Educational, and in other departments two others are provided—Agriculture and Music. It will also be observed that these courses conform pretty closely to the Major and Minor systems in many schools. Any one desiring to major in in any other subjects, as English, Greek, or History, will see the head of that department, who, in conference with the Dean and President, will suggest suitable modifications of one of the above groups to give a properly balanced course. Usually, however, it will only be necessary for one to elect additional twelve to eighteen hours in his major subjects, in the nearest related group. For example, to major in Greek or Latin, one would elect the additional hours in Latin or Greek in Group I in his Junior and Senior years. English he would elect English in Groups I or II in the Junior and Senior years. To major in History he would simply elect two extra years of History in Group IV.

*In the classical group the student must present four years of Latin or Greek or both as entrance credit, or else elect enough college hours in these subjects to make up the deficit.

In Group II if three years of Latin are presented for entrance credit, no more Latin will be required. If no Latin is presented, candidate must take two years of Latin in this group.

Two years of some modern language must be presented for entrance credit in the Modern Language Group. If student major in Foreign Language, candidate must take not less than two years in the same language presented for entrance, and two or more years of some other modern language.

It is earnestly recommended that every student take at least twenty-seven hours in each of two departments.

No one will be considered a member of the Senior class until passed upon by the faculty in session. All conditions must be removed by the opening of the last term. No one with conditions may have his name appear on the class announcements without special permission by the faculty. Those who enter their last term with no conditions may be excused from final examinations, provided they have been faithful in their work and make "excellent" on their daily grades for the term. This rule does not apply to Freshmen subjects taken in the Senior year, nor does it exempt in the spring term those who are to graduate in the summer term.

No student may receive a degree who has not had at least three terms in residence.

Students may have two bachelor degrees (e. g., Bachelor of Arts and Bachelor of Music,) conferred when the requirements of both have been fully met, provided that he has not less than forty hours to offer over and above that required for the first degree.

AUGUST COMMENCEMENT

The Summer School has so grown in importance that it has become necessary to hold a convocation at the close to confer degrees upon those who finish at that time. Such students are counted with and considered a part of the Senior class going out in the regular spring convocation.

Department of Agriculture

DR. DAVIS, Dean

PROF. DUNN PROF. PRINCE

Agriculture is America's greatest business. More money is invested and more people engaged in this than that of any other business, and yet the vast majority of those engaged in it have had no special training for it. Imagine a doctor, lawyer, teacher or bookkeeper succeeding today without special training. The farmer's business is the most intricate, the nature of his problems the most complex, the elements which he must deal with most varied of all businesses or professions, and in none does special technical training yield greater returns. Few sections of the world are more favorably situated for diversified farming than is West Tennessee. Union University, located in the very heart of West Tennessee, offers thorough and practical training in a wide variety of courses. For those who desire to take full four years of technical training in agriculture, we would recommend that they take only two or at the most three years with us and then finish in some agricultural college. Those who want a well-rounded literary education for the farm or other business will do well to elect a few courses from each of the four departments we offer—Agronomy, Animal Husbandry, Dairy Husbandry and Horticulture.

Union University is favorably located for the teaching of Agriculture. The West Tennessee Experiment Station and Demonstration Farm is located here, and the students of Union will be accorded the fullest possible opportunity for observing scientific agriculture, horticulture and dairying in actual practice. The students will have opportunity to do some practical experiments of their own. The farm is in charge of Mr. A. S. Roberts, one of the best scientific farmers in West Tennessee, who is in thorough sympathy with the agricultural department of Union University, and will render every assistance possible. The University, therefore, has at its disposal a plant which it could not reproduce and operate for less than two hundred thousand dollars.

In addition to the above, members of the faculty own and manage a fine orchard, where students may have practical observation, and the school operates a fine farm of 200 acres for dairying, poultry, garden truck, and general farming.

An experienced and highly qualified man is in charge of this department. There is perhaps not a better qualified man in Tennessee than Dr. Davis.

AGRICULTURAL GROUP

Freshman Year

English I, II, III	(1, 2)
Mathematics	(1c)
Physics	(2b)
Field Crops I, II (F. & W.)	(1)
Animal Husbandry I (S)	(2)
Biology I, II, III (F. W. S.)	(1, 2)
Chemistry I, II, III (F. W. S.)	(1, 2)
Physical Training and Hygiene	(1, 2)

Sophomore Year

Chemistry IV, VI, VIII	(3a, 4a)
Botany IV, V (F. & W.)	(4)
Bacteriology of VI (S)	(3)
Zoology (Heredity) VII (S.)	(3)
Geology I, II (F. & W.)	(4)
Dairying I, II (F&W.)	(4)
Horticulture I (S.)	(4)
Economics	(5)
Animal Husbandry II, III (F. & W.)	(4a)
Physics	(3b)
Soils I, II	(4a)

Note—Parenthetical figures refer to corresponding courses in the University of Tennessee catalogue.

AGRONOMY

Agronomy I. *Soils*—In this is given an interesting and practical presentment of the origin, formation and classification of soils, their physical properties, mechanical composition, relation to water, air and heat; the principles and methods of tillage; the principles of drainage and its effects upon moisture supply, temperature, aeration, chemical and biological activity; drouth resistance and general productiveness of soils; the physical improvement of soils, etc. Sophomore Fall Term. Two hours.

Every one who ever expects to have anything to do with farming or gardening should take this course.

Agr. I (a) *Soil Physics*—This is a laboratory course dealing with the principles of soils involved in Agronomy I. Sophomore Fall and Winter Term. One two-hour period.

Agr. II. *Soils*—This course deals with some special properties of soil relation to moisture, air and heat. Special attention to work of experiment stations. Sophomore Winter Term. Two hours.

AGR. III *Soil Fertility*—This is an interesting study of the sources, properties and relative value of the more important commercial fertilizing materials; the utilization of farm manure, forms, properties and use of lime. the maintenance of organic matter in the soil, and the general upbuilding of fertility. Elective Spring Term. Two hours.

FIELD CROPS

In this the student studies the characteristics, adaptations, culture and use of most important grain and forage crops, and the principles of crop rotation, with their application under various conditions. The course is divided into two parts:

FIELD CROPS I. *Grain Crops*—Fall Term Two hours recitation and one two-hour laboratory period. For Freshmen.

FIELD CROPS II. *Forage Crops*—Winter Term. Two hours' recitation and one two-hour laboratory period. For Freshmen.

ANIMAL HUSBANDRY

ANIMAL HUSBANDRY I. *Live Stock Judging*—Scoring of individuals and judging of groups representing the more common classes of swine, sheep and dairy cattle from the standpoint of the market and the producer. Freshman. Spring Term. Three hours.

A. H. II. *Breeds of Stock*—Lectures and text on the origin, history, utility, adaptability, characteristics, conformation and management of the various races of domestic animals. Sophomore. Fall Term. Three hours.

A. H. III. *Live Stock Management*—A detailed study of the practical methods and principles involved in the feeding, breeding and management of all classes of live stock. The laboratory work consists of demonstration and exercises in the growing and handling of grade and pedigreed stock. Sophomore Winter Term. Two hours and one laboratory period.

DAIRY HUSBANDRY

DAIRYING I. *Elements of Dairying*—A general survey of dairying and its relation to agriculture; secretion and composition and properties of milk; effect of breed, period of lactation, age and feed on the quantity and quality of milk; study of the Babcock test, the lactometer; methods of creaming, farm separators; care of milk and cream on the farm, causes of souring. Sophomore Fall Term. Two recitations and one two-hour laboratory period.

DAIRYING II. *Testing of Dairy Products*—Must be preceded by Dairying I. Commercial methods of determining fat, salt, moisture, acidity, caesin, total solids and solids not fat in milk and

its products; standardization of milk, cream, alkaline solutions and acid, detection of adulterants and preservations; quality test of milk. Sophomore. Winter test. Three hours. Two-thirds of time given to laboratory work.

DAIRYING III. *Creamery Butter Making and Factory Management*—The theory and practice of factory butter making, sampling and grading of milk and cream; cream ripening, starters, pasteurization; factory management; factory construction; churning; marketing; butter scoring. This is largely a laboratory course. Elective. Spring Term. Three hours.

HORTICULTURE

HORTICULTURE I. *Principles of Fruit Growing*—This course treats of the principles of plant propagation, care and management of small plantations of tree fruits and small fruits, reclamation of old orchards, and the application and control measures for insects and diseases affecting the common fruits. Elective. Sophomore. Fall Term. Three hours.

HORTICULTURE II. *Principles of Vegetable Growing*—A general survey is made of the vegetable crops; garden rotations, varieties and management of vegetable crops; garden rotations, companion and succession cropping and the making and care of hotbeds and cold frames, with special emphasis on the farmer's home garden. Elective. Sophomore. Winter Term. Three hours.

HORTICULTURE III. *Practice in Horticulture*—This is a laboratory course in plant propagation, with emphasis on layering, grafting, budding, pruning; making of spraying material and the actual application of same in the orchard. Elective. Sophomore. Spring Term. Three hours.

HORTICULTURE IV. *Landscape Gardening*—The principles of landscape gardening are studied with special reference in laying out and planting home and school grounds. The student becomes acquainted with the ornamental trees, shrubs and vines and the proper use of each in landscape work. Elective for those who have had Biology IV. Spring Term. Three hours.

REMARK—Certainly every teacher and every homemaker should take this course. What a beautiful country this could be made by properly banking with shrubs and flowers every home, school, church and public building!

Department of Bible

DR. PENICK

Fourteen hours of Bible are required of all graduates. Students may elect to take any of the courses offered, but the courses so elected must cover the entire Bible.

ENGLISH BIBLE

DR. PENICK

The Bible Courses offered by Dr. Penick are divided into two sections, namely, the Old Testament and the New Testament.

Courses in the Old Testament will cover the Old Testament in one year of three terms.

The purpose is to give an Introduction and Outline of each book so as to get a clear, comprehensive view of the great fundamental teachings of the Bible as a whole.

Old Testament.

Bible I. The Pentateuch and the first six historical books will be covered in the first term. Special attention will be given to the Being, Nature and Activities of God as revealed in His relations to Creation, Redemption and Control of all things. His permission of sin, the method of revealing the Savior through Types, The Covenant with Adam, Noah, Abraham and Moses. The beginning of governments, scattering of peoples and the formation of the Jewish Theocracy. The giving of the Moral Law, Ceremonial Law and Statutory Law. God's control through His Judges and His permission of Kingly rule. Two hours.

Bible II will cover the last six historical books and the first poetical books with the purpose of continuing the lines of study already begun and observing especially the fuller development of the fundamental principles, their application to the lives of individuals, officials and nations. Two hours.

Bible III. The Major and Minor Prophetic books will be given the third term with the purpose of emphasis in the coming and mission of Christ and the preparation of the world for the spread of the gospel among all nations. Two hours.

New Testament.

Bible IV. The four Gospels, the Acts and the three Epistles of John will be given the first term for the purpose of giving a clear view of the Savior as revealed through each Gospel, His methods of reaching men and His purpose in the salvation of every soul; the organization, development of His churches and the fuller development of His great teachings through the Old Testament. Two hours.

V. The Pauline Epistles will be offered the second term with the purpose of giving the fully developed teachings of the Bible on Salvation, Worship and world service. Two hours.

VI. The general Epistles and Revelation will be studied the third term with attention directed to the completion of the teaching of the Inspired word with emphasis on the prophetic teachings of Christ's second coming, the resurrection, final judgment, the rewards of the saved and the punishments of the wicked. Two hours.

Department of Education

DR. HOGAN

PROF. RUTLEDGE

The aim of the whole educational system has changed most radically in recent years; from the individual to the social viewpoint; from the informational to the developmental; from education for education's sake to education for service's sake. It is the purpose of the Department of Education to make its contribution towards this end. This will be done in the selection of text books, in the planning of the courses, in the methods used, and in the suggestions and inspiration of the teacher. The aim will be to have socialized texts, socialized courses, socialized methods and socialized students.

It is also the aim of the Department to meet the demand of the educational law of Tennessee and the adjoining states—and, also to raise the standard for teachers by impressing the students with the sacred aim of the profession. This will dignify the work, and hence command larger appropriation, better equipment and increased salaries.

Normal Courses

The Normal Course, as will be observed, is only a slight modification of the regular Freshman and Sophomore years of college. Those completing it may receive a normal certificate upon which the State Department of Education will issue a high school certificate valid to teach in any second and third-class school in Tennessee. This is the same certificate that is issued upon a diploma from the State Normal Schools.

First Year

	Hrs.
English	9
Mathematics	9
Foreign Language	9
Education	9
Some Natural Science	9
Bible	6

Second Year

	Hrs.
English	9
Foreign Language	9
Sociology	9
History	9
Education	9
Bible	6

Degree Course

This course consists of the regular four-year college course leading to A.B. or B.S. degrees, in which the student must elect a minimum of twenty-seven hours of Education from the courses outlined below. Those receiving this degree are entitled to receive first-class high school certificates from the State of Tennessee and a high school certificate will be issued upon this degree in practically all the States in the Union.

Ed. I. *Elementary Psychology*—Elective for Freshmen. Three hours a week for the first quarter. The attempt is to give students a working grasp of the more important basis of understanding the mental background to human behavior. Constant reference is made to applying the ideas developed to teaching situations. Reading, Reports, Discussions, Notes.

Ed. II. *Modern Elementary Methods*—Open to all classes. Three hours per week second quarter. Since development is the educational aim, the pupils should be taught to think. To this end the sociology methods will be used; also the problem and the proper methods; motivation of pupils involving interest and effort. There will be observation teaching and practice teaching. Readings, Reports, Discussions, Notes.

Ed. III. *Modern Secondary School Methods*—The same general methods outlined in Course II will be used in advanced form and made to apply to students in the Junior High and the High School. Open to all classes. Three hours per week for third quarter.

Readings, Reports, Discussions, Notes.

Ed. IV. *Introductory Study of Rural Education*—Analysis of rural life in the United States today; a study of the place of the public school in rural life. Elective for Sophomores. Three hours a week, third quarter. Readings, Reports, Discussions, Notes.

Text: Cubberly, Rural Life and Education.

Ed. V. *School and Class Room Management*—Elective for Sophomores, Juniors and Seniors. Consideration of the teacher, school buildings, equipment, curriculum, assigning of lessons, the recitation, etc., as related to school government, discipline. Three hours a week, second quarter.

Text: Bagley, School Room Management.

Ed. VI. *Methods of Study and Methods of Teaching*—Elective for Juniors and Seniors. This course will deal largely with the motives that should prompt students to study; also the methods of teaching, bringing into play the fundamental principles of education. Reading, Reports, Discussions, Notes. Three hours a week, third quarter.

Texts: McMurray; Strayer, How to Teach.

Ed. VII. *Public School Administration*—Elective for Sophomores, Juniors and Seniors. This course deals with the outer aspects of the subject, such as school laws, organizations, finance, building, equipment and supervision. Readings, Reports, Discussions, Notes. Three hours a week, third quarter.

Text: Cubberly, Public School Administration.

Ed. VIII. *History of Education*—Elective for Freshmen and Sophomores. The aim of this course is to give students a sufficient knowledge of the development of educational thought to enable them to see why our education systems are as they are and where, and how one has to attach present-day problems. Readings, Reports, Discussions, Notes. Three hours a week, third quarter.

Text: Monro's Brief Course.

Ed. IX *General Psychology*—Required of A. B. students Elective for Sophomores, Juniors and Seniors. The study of the nervous system as it is related to the mind. The fundamentl principles of Psychology are discussed, dealing with the biological and social inheritances, and also the S. R. Bond System. It will lay a deep and broad foundation for all activities of life. Three hours a week, first quarter.

Ed. X. *Educational Psychology*—Elective for all students except Freshmen. Prerequisite: General or Elementary Psychology. This course will deal with the learning process, giving a careful study of instinct, interest and effort, concept, precepts, transfer of training, S. R. Bond System, mental processes and moral training as related to the growth of the child's mind. Readings, Reports, Discussions, Note. Three hours a week, second quarter.

Ed. XI. *Philosophy of Education*—Open to Seniors. This course will deal with the basic principles that underlie the general educational system, with discussions related to the educational standards and methods, together with the analysis of the process of the acquisition of knowledge. Readings, Reports, Discussions. Three hours a week, third quarter.

Text: Horne's Philosophy of Education.

Ed. XII. *Genetic Psychology*—Elective for all except Freshmen. A study of the theory of mental development and some of the phases of mental genesis representative in childhood, adolescence and maturity; and the application of the psychological methods to the problems and practical interests of life. Readings, Reports, Discussions. Three hours a week, third quarter.

Text: Kirkpatrick, Genetic Psychology.

Ed. XIII. *School Hygiene*—Elective for Seniors. This course will deal with medical inspection, school room lighting and ventilation, the hygiene of instruction, etc. These and related topics make up the basis of discussion. Readings, Reports, Discussions, Notes. Three hours a week, second quarter.

Texts: Dressler's School Hygiene, and Rutledge's Course and Diploma Course.

Ed. XIV. *Public School Problems*—This course is open to students with over 100 college hours or to correspondence students who are actually engaged in public school teaching. Four hours.

Topic: Classification, Promotion, Acceleration, Retardation, etc.

Ed. XV. *Tests and Measurements*—This course deals with the common statistical methods used in school measurements and the several measurements in the various subjects of the curriculum of the elementary schools and of the curriculum of the high schools. The literature on the subject reviewed. Aim of the course is to enable teachers to test their schools scientifically.

Text: Monro's Educational Tests and Measurements.

Other courses will be offered under the Nos. XVb, XVc.

Ed. XVI. *Social Education*—Open to Freshmen and Sophomores. The course will have to do with informal education and indirect teaching, linking up the life of the child in the home, the church and the community with the work done in the school. It will take up the Sociological School, Curriculum, Methods and Discipline. Readings, Reports, Discussions, Notes. Three hours per week, first quarter.

Ed. XVII. *Social Psychology*—Open to Juniors and Seniors. This course will follow Course I and X, and its purpose will be to lay a foundation for the course—The Social Principles of Education. It will deal with the viewpoint of *the plain* and *the current;* differentiation and initiation, and the individual and the group assembly. Three hours per week, second quarter.

Ed. XVIII. *The Principles of Secondary Education*—Open to all students. This is a very comprehensive course. It will study the Secondary Schools of America and other countries; the relation of the Elementary School with the High School; the program of studies and school organization. Three hours per week, third quarter.

Ed. XIX. *The School System of Tennessee*—Open to all classes. This will be an original course, studying the school situation of the State first hand. Its merits and demerits will be examined, and suggestions will be made for improvement. Papers, Questionnaires, Discussions, Notes. Two hours per week.

Ed. XX. *Class Room Management and Supervision*—This course is intended for elementary readers, for supervision of instruction, and for elementary school principals. The aim of this course is to enable the teacher to find the best method for making daily programs, test the validity of the teachers' marks, how to use the age grade table, etc. Credit three hours.

Ed. XXI. This is similar to Education, but is intended for high school trustees, supervisors and principals. Credit three hours.

Ed. XXII. This is similar to Education and Practice Teaching, but is intended for high school trustees, supervisors and principals. Credit three hours.

REMARK—Arrangements have been made with the splendid city schools of Jackson, C. B. Ijams, Superintendent, for ample observation and practice teaching. A splendid grammar school adjoining the campus under the principalship of M. M. Summar is especially convenient and helpful.

Department of English

PROF. POWELL PROF. DANCE

REMARK 1.—We do not offer at any one time nor in any one year all of the courses listed in any department.

REMARK 2.—Twenty-seven hours of English required of all students for graduation, but upon request faculty may reduce this requirement to not less than twenty-one hours for those who show themselves proficient in English.

The instruction given in English has three objects in view: First, a command of correct and clear English, spoken and written; second, the power of accurate and intelligent reading and the development of the habit of reading good literature with appreciation and enjoyment; third, a knowledge of certain authors whose works illustrate the development, not only of the English language, but also of the English literature. Etymology and Philology will receive sufficient attention to enable the student to understand the formation, growth and development of the English language from the beginning to the present time. Correct spelling and grammatical accuracy will be rigorously exacted in connection with all written work during the entire course. *Students notably deficient in spelling, reading, and English Grammar will be required to make this up before entering the Senior year.*

In addition to the class work, themes and reports on parallel reading are required. Parallel reading for each term is announced at the beginning of the term. This work will be made both interesting and helpful. Many themes on popular subjects will be assigned to the student's work may render him or her a happy service later in public, religious or social services.

A Bonus for Good Mother Tongue

As a special stimulant for good English, the faculty has decided to give an extra plus to all term grades or standings in all subjects for extra good spelling, penmanship and clear, forceful, graceful English, or a like discount for the lack of it.

ENGLISH I. Freshman Composition. This course is conducted by means of lectures, quizzes, themes, and reports in addition to the text books for daily assignments. Special emphasis will be given to the formation and usage of the infinitive and participle, the finite verb formations, sentence structure, rules of syntax, and the growth and development of the English Language. Three hours' credit.

ENGLISH II. *Freshman Composition*—This course, a continuation of English I, includes a review of the formal elements of composition, such as punctuation, capitalization, sentence-structure, and paragraph-structure. Daily short themes, or longer weekly themes will be assigned. The various types of composition—exposition, narration, description, and argumentation—will be discussed and theme-practice in each of the different types given. Three hours' credit.

ENGLISH III. *American Prose Writers*—This course deals with the life and literary productions of the chief American prose writers. Due consideration will be given to the different aspects of American life reflected through the prose studied. Besides the texts used there will be essays, lectures, quizzes, and reports. Three hours' credit.

ENGLISH IV. *American and English Poetry*—Careful attention will here be given to poetry as a revelation and interpretation of American and English life and culture. In the study of American Poetry careful distinction will be made between the New England and Southern groups of writers in order to reach a better understanding of the intellectual and social tendencies of the two sections. In addition to the texts used there will be lectures, themes, quizzes, and reports. The first term's work will be given to American Poetry, the second term's work to American Poetry, and the third term's work to English Poetry. The courses will be numbered accordingly IV(a), IV(b), IV(c). Three hours' credit per course.

ENGLISH V. The Victorian Poets—In this course the poems of the chief English poets of the Victorian period are read. Most of the time is given to the study of the poems of Tennyson and Browning. Three hours' credit.

ENGLISH VI. *The Romantic Poets.*—The poems of Wordsworth, Coleridge, Byron, Shelley, and Keats are studied. The

course is supplemented by lectures and collateral readings tracing the use and development of the Romantic Movement. Three hours credit.

ENGLISH VII. *Shakespeare*—The comedies, historical plays, and early tragedies are studied. Three hours credit.

ENGLISH VIII. *Shakespeare*—Tragedies, sonnets, and later plays are studied in this course. Three hours credit.

ENGLISH IX. *Modern Poetry*—The Poetry of the present-day writers of English and American verse will furnish the subject matter of this course. A study will be made of the meter, themes, and present-day tendencies. Three hours' credit.

ENGLISH X. *The Familiar Essay*—A study of the style and theme of the familiar essay will be made here, showing how the essay reflects the life, culture, and spirit of the age which it portrays. There will be reports, themes, and quizzes. Three hours' credit.

ENGLISH XI. *The Novel*—

(a) Burton's Masters of the English Novel, or Perry's Study of Prose Fiction are used as guides. Two or more representative novels are read and analyzed in class. Reports on other novels from Richardson to Meredith will be required. Three hours' credit.

(b) *Present-Day Fiction*—This course is planned with the purpose of training the student for participation in modern club life. A study of ten of our modern representative novels will be made. A critique or review of one of these novels will be read at each class meeting, followed by a round table discussion of the author and the relative value of his book. Two hours' credit.

ENGLISH XII. *Whitman's Poetry*—A careful study of Walt Whitman's Leaves of Grass, considered from the standpoints of message and poetical qualities. Weekly reports and term papers. Two hours' credit.

ENGLISH XIII. *The Modern Drama*—This course consists of the analysis and critical reading of such plays as are found in Dickinson's Chief Contemporary Dramatists. Papers and reports will be required depicting the different phases of contemporary life presented by the dramatist. Three hours' credit.

ENGLISH XIV. *Journalism*—

(a) *Newspaper Writing and Editing*—The emphasis here will be placed on the essentials of newspaper writing. In addition to the text books used, representative newspapers will be used for study. Three hours' credit.

(b) *Special Feature Articles*—This course is designed to prepare those students who desire to write special feature articles for newspapers and magazines. In addition to the text book, numer-

ous specimens will be taken from newspapers and magazines for class study. Three hours' credit.

English XV. *The Short Story—Studies* in the development ment and in the art of short-story writing. Practice in making and developing plot for the writing of short stories will be given. Three hours' credit.

English XVI. *Educational English.*

(a) The Teaching of High School Literature—Special attention is given to the methods of presenting the subject matter to the high school students. The material taught is grouped around outstanding ideals instead of teaching each piece of literature as an isolated unit. Each student will be required to teach one or more demonstration lessons to the class. Each student will be required to work out a four-year course of study suitable for the needs of the present-day high school boy or girl, grouping the material listed around definite ideals and stating definitely the points he would expect to stress in each piece of literature listed. Three hours' credit.

(b) The Teaching of High School Composition—Since the pedagogy of teaching composition is more concrete and less adaptable to fixed rules, emphasis is placed on the various methods of teaching composition, how to get the facts from the printed page, and how to express thoughts in a clear, simple, and natural way. Each student will be required to work out a laboratory problem illustrating some phase of composition. Three hours' credit.

(c) The Teaching of College English—In this course a study is made of the methods of teaching college English. It is planned to augment the supply of college English teachers. Problems in the selecting of material for class use, in the planning of courses, and in the methods of interpreting and studying literature will be considered. Three hours' credit.

English XVII. *Argumentation and Oratory—*

(a) Debating—This course lays special stress on the fundamentals of argumentation and debate. The class will study some of the outstanding specimens of available debates. Much practice will be given to the making of briefs and practice debates. Two or three hours' credit. Three hours for those making the teams.

(b) Oratory—This course will be given over to the study of the principles of producing oratorical productions. Much practice will be given to the writing and delivering of orations. Special attention will be given to the writing of orations for special occasions. Two hours' credit.

English XVIII. *Thesis English Required of all Sophomores.* This course deals primarily with outlining and systematic organization. Its chief purpose is to give the fundamentals of thesis writing. Due consideration is given to thoroughness of investigation, originality of thought, and to vivacity of style. This course is open to and required of all Seniors. Three hours' credit.

REMARK—A special drill and study class in debating will be conducted throughout the year, from which speakers will be selected to participate in the inter-collegiate debates referred to on another page. Proper credit in English will be given for work done in this class.

Department of Languages

DR. SAVAGE
MISS MARIE RUTLEDGE
MISS ROUTON
MRS. BARNES

FRENCH

DR. SAVAGE
MISS RUTLEDGE

French has rapidly grown in popularity since the war and is one of the few foreign languages that High School and College students now want to speak. It is one of the most beautiful of spoken languages and yet one of the most difficult for English tongues to speak correctly. Union University is fortunate in this department in having at its head, not only a great scholar who has been teaching the language for years, but one who has studied it in Paris, and speaks it correctly.

The associate in French, Miss Rutledge, has had exceptional advantages in the language. Some years ago she was awarded a scholarship in France, and spent a year in a great French school. This together with her splendid previous training and successful experience in teaching since gives her exceptional preparation for her work.

French I, II, III—Fall, Winter and Spring Terms. Composition, dictation and reading of easy stories and history, as Lamartine's *Scenes de la Revolution Francaise.* The pronunciation of French this year is particularly emphasized. As rapidly as a class can bear it, instruction is given by using the French language. Nine hours.

Text: The New Fraser and Squaire French Grammar.

French Literature

French IV, V, VI.—Throughout the Fall, Winter and Spring Terms. The class here will be better able to use French terms in giving rules of grammar and composition. After reading selected works of Chateaubriend, Voltaire, Racine, etc., the remainder of the lessons will be occupied with stories of the Ninteenth Century writers. Nine hours.

Text: Carnahan's Short French Review Grammar.

Advanced French Literature

French VIII, IX.—Winter and Spring Terms. Conversation still more exclusively in French. The reading this year will be chiefly of writers of the Seventeenth Century—Moliere, Boileau, and others. Six hours.

In view of present conditions, an hour will be given every day to such as are eager to have a speaking knowledge of the French language. Conversations on various subjects.

FRENCH X, XI, XII.—French composition, together with a study of the philosophy of the language and critical study of some of the best literature. Nine hours.

FRENCH XIII, XIV, XV.—A continuation of French IV, studying especially poetry and philosophy. Nine hours.

GERMAN

MISS RUTLEDGE

The courses in German will be especially planned for premedical students.

Elementary German

GERMAN I.—Fall term. Three hours credit. Grammar, conversation and composition.

GERMAN II.—Prerequisite German I. Winter term. Three hours. Continuation of German I.

GERMAN III.—Prerequisite, German II. Spring Term. Three hours. Reading of simple stories with conversation and composition bases of text.

Second-Year German—Prerequisite, Elementary German.

GERMAN IV.—Fall Term. Three hours. Reading and composition. Primary planned to give students a reading knowledge of scientific German.

GERMAN V.—Winter Term. Three hours. Continuation of German IV.

GERMAN VI.—Spring Term. Three hours. Reading of Modern novel and composition.

SPANISH

MISS ROUTON

Elementary Spanish

SPANISH 1.—Fall Term. Three hours. Grammar, composition. Special emphasis on pronunciation. Spanish used in class.

SPANISH II.—Winter Term. Three hours. Continuation of Spanish I.

Intermediate Spanish

SPANISH III.—Spring Term. Continuation of Grammar. Reading of simple reader. Composition and conversation bases on text.

Second Year Spanish

(Prerequisite, Elementary Spanish)

SPANISH IV.—Fall Term. Three hours. Rapid review of grammar. Reading of short stories. Conversation. Composition.

SPANISH V.—Winter Term. Three hours. Continuation of Spanish IV.

SPANISH VI.—Spring Term. Three hours. Reading of modern plays. Conversation. Composition.

SPANISH VII, VIII, IX.—Advanced literature, composition, and conversation.

GREEK

DR. SAVAGE

Every ambitious student of medicine needs to study Greek, because so many medical terms are derived from the Greek language. The good mental habits acquired by studying the writings of the greatest thinkers of all times make such study worth the while. The influence of Greek literature on French and English models can be easily traced. There can hardly be any very high degree of culture without imbibing the influences of the poets, philosophers, artists, of ancient Greece, or their more or less close imitations in French and English. One must not fail to notice God's choice of the Greek for the New Testament, and for the translation of the Old Testament out of the Hebrew, a book known as the Septuagint.

The pronunciation from the beginning will be that of the native professors of Greek in the Universities and schools of Athens. This was learned at first hand, in Athens, by the teacher.

GREEK I.—Beginners. Fall Term. Three hours.

GREEK II.—Beginners. Winter Term. Three hours. Continuation of Greek II.

GREEK III.—Beginners. Spring Term. Three hours. Continuation of Greek II.

Text: Benner & Smith Beginners' Greek Book or its equivalent text, Goodwin's Greek Grammar.

GREEK IV.—Xenophon's Anabasis and Goodwin's Greek Grammar. Fall Term. Three hours.

GREEK V.—Xenophon's Anabasis and Greek Grammar. Winter Term. Three hours.

GREEK VI.—Xenophon's Memorabilia and Greek Grammar. Spring Term. Three hours.

Exercises in Composition will be given constantly through the foregoing courses. Students cannot become too familiar with the declension of nouns and adjectives, and the conjugation of verbs.

GREEK VII.—Homer's Iliad. Three hours.

GREEK VIII.—Homer's Iliad. Three hours.

As rapidly as the class can go appreciatively and with reasonable thoroughness. Scanning and other poetical characteristics will receive attention.

GREEK IX.—Lysias and Selected Orations. Edited by George P. Bristol, Cornell University. Publishers: Allyn & Bacon.

GREEK X.—Sophocles: Edipus Tyrannus. Scanning, discussion of topics, outlines and thought. Edited by John Williams White. Publishers, Ginn & Co. Fall Term. Three hours.

GREEK XI.—Sophocles: Antegone. Editor, Milton W. Mumphreys. Publishers, Harper & Bros. Winter Term. Two hours.

GREEK XII.—Demonsthene's Orations.

Note: Greek New Testament may be substituted for the last three courses and be numbered XIII, XIV, XV.

Department of History and Political Science

PROF. RUTLEDGE

History, Economics, and political Science are inseparably connected. History is largely the record of the economic and political changes and conditions of man. The chief problems before man today as in all the past, are economic and social. These make up the leading political questions. Therefore every citizen to vote, talk or act intelligently must know something of the great underlying principles of the great subjects. This is the purpose of all the courses in this department.

ECONOMICS I, II, III.—Three two-hour courses cover the field of Economics in a comprehensive manner which lays the foundation for an intelligent, lifelong study of these problems as they shall be discussed in the press, platform, pulpit, and the street corner in future years.

POLITICAL SCIENCE I, II, III.—Three two-hour courses in the Science of Government, including comprehensive study of European Government and an intensive study of the American Constitution.

HISTORY

HISTORY I.—Modern Europe from 1600 to 1789. Special stress will be placed on the Reformation, Divine Monarchy. Credit three hours.

HISTORY II.—This course emphasizes the French Revolution, the Napoleonic campaign, the Era of Mettennich, The Industrial Revolution, and The Growth of Nationalism. Credit three hours.

HISTORY III.—This course is a continuation of Course II. It calls special attention to the unification of Germany and Italy and to the development of European countries under modern conditions. Attention is given to natural imperialism. Credit three hours.

History IV. English History. A study of the origin and growth of the English people; the development of the institutional life; their economic life; the Magna Charta, etc. Credit three hours.

History V.—A continuation of Course IV. Special emphasis will be placed on the Tudor Despotism; rise of parliament and the development of the English Constitution. Credit three hours.

History VI.—English History completed. Stress will be placed upon English imperialism. Credit three hours.

History VII.—American History Topics: Explorations and discoveries; settlements and colonial development; Revolutionary period to the adoption of the Constitution. Prerequisite: English History. Credit three hours.

History VIII.—A continuation of Course VII. Special attention is given to the rise and interplay of sectional forces and the part played by the South in national history, the problems of the Civil War.

History IX.—In this course the Reconstruction period is carefully examined. Special attention is given to recent history. Credit three hours.

Department of Home Economics

MISS CHARLOTTE WATSON
Dean
MISS GRACE POWERS
Domestic Science Associate, Domestic Art
MISS CATHERINE ROUTON
Student Assistant

The Department of Home Economics offers a four years' course leading to a Bachelor of Science degree, which qualifies one to teach in a vocational High School under the Smith-Hughes law. A certificate is given if requested, at the completion of the first two years' course, which prepares a student for the State examination in Home Economics.

Any of the courses in Home Economics are open to students in the Liberal Arts Department and will be counted as electives in their courses.

The lecture rooms and laboratories for the Home Economics classes are located in Crook Hall. Adjoining the large kitchen laboratory a model unit consisting of a dining room and small kitchen where the individual projects are executed. There are other rooms—a large lecture room, art room, sewing and fitting room and laundry room. They are newly equipped and decorated throughout.

A six-room practice cottage has been provided this year for Senior students taking the laboratory course in Home Management. They occupy this house for one term assuming the responsibility of household operations. Practice teaching in foods and clothing courses is provided for in this department.

The students live in this cottage with the Dean of the department as a small family and on the same basis. They pay a moderate room rent, and their proportionate share of the expenses of maintaining the home. They do all the cooking and housework as it is done in a home, and the work is so directed as to bring before the students in a practical way as many problems as possible in household management.

Department of Instruction

HOME ECONOMICS I. *Needlecraft*—A study of needlework, including plain hand sewing, mending, embroidering, weaving, crocheting, tatting and knitting. One hour recitation and four hours' laboratory per week.

HOME EC. Ia. *Textile*—Study of textiles, commercial weaves, physical and chemical tests of fibers, microscopic study of textile fibers.

HOME EC. Ib. *Elementary Clothing*—Technique of machine sewing, the drafting of patterns and making of simple cotton garments and dresses, with special reference to expenditure and wise choice of materials. Prerequisite: Home Ec. I and Ia. Two hours' recitation and four hours' laboratory per week.

Text book for Home Ec. I, Ia, Ib, Baldt's "Clothing for Women."

HOME EC. Ic. *Millinery*—This course includes the designing of patterns for hats, the use of wire and buckram in making shapes, use of straw, velvets and laces and making of bows, flowers and other trimming. One hour recitation, two hours' laboratory per week. —Miss Powers.

HOME EC. II. *Art and Design*—A study of the arrangement of lines, forms, balance and rhythm; pencil sketching, design in black and white, color. Two-hour lecture, four hours' laboratory per week. Fall Term. —Miss Powers.

HOME EC. IIa. *House Architecture and Sanitation*—Historic and modern architecture styles and a study of problems involved in building a present-day house, including location, details of house construction, plumbing, heating, ventilation, lighting and sanitation. Discussion of efficient interior arrangements. Two hours' rectation and one hour laboratory per week. Winter Term. —Miss Powers.

HOME EC. IIb. *Interior Decoration*—A study of color and design and arrangement of furniture in the home. One-hour lecture, two hours' laboratory per week. Spring Term.
—Miss Powers.

HOME EC. IIc and IId. These courses are continuations of Home Ec. II, Art and Design, and include landscape painting, pastel and still life, basketry and lampshade painting, color arplied to materials by stenciling, black printing and tied and dyed work. These courses are elective. Winter and Spring Terms. Two hours' credit per term. Prerequisite: H. Ec. II.
—Miss Powers.

HOME EC. III. *Food*—A study of the fundamental principles of cookery, including the source, classification, food and economic value, preparation and preservation of foods; instruction in the use of electrical and other modern appliances for cooking. Two hours' lecture and four hours' laboratory. Three hours'
—Miss Watson.

HOME EC. IIIa. *Breakfast Project*—This course includes the planning of breakfast menus, selection preparation and serving of a breakfast; individual projects. Prerequisite: Home Ec. III. Two hours' lecture and four hours' laboratory. Three hours' credit. Winter term. —Miss Watson.

HOME EC. IIIb. *Luncheon Project*—This course is similar to Home Ec. IIIa, with the added problems of informal and formal afternoon teas; individual home projects, consisting of the planning and serving of refreshments at evening entertainments. Prerequisite: Home Ec. III and IIIa. Two hours' recitation and four hours' laboratory. Three hours' credit. Spring Term.
—Miss Watson.

Text book for Home Ec. IIIa. IIIb, IV: "Lessons in Cooking Thorough Preparation of Meals," Robinson & Hammel.

HOME EC. IV. *Dinner Project*—This course is similar to the luncheon project course, including the individual project of the formal dinner. Two hours' recitation, four hours' laboratory. Three hours' credit. —Miss Watson.

HOME EC. IVa. *Dietetics and Nutrition*—Study of the family dietary, dietary standards, balanced rations and dietary needs as influenced by age, sex and occupation; relation of nutrition to mental development. Two hours' recitation, four hours' laboratory. Prerequisite: Home Ec. III, IIIa, IIIb.

Text book: Sherman's "Chemistry of Foods and Nutrition."

HOME EC. IVb. *Home Nursing and Invalid Cookery.*—A study of the prevention of disease, personal care of the invalid, care of the sick room, problems in first aid, preparation of trays and cookery for the sick. Designed especially to meet the respon-

sibility of the sick or helpless individuals in the home. Two hours' recitation per week and four hours' laboratory. Three hours' credit.

Text book: "Home Nurse's Handbook of Practical Nursing," by Aikens. —Miss Watson.

HOME EC. V. *Costume Design*—Study of line and mass as applied to costuming, selecting of colors for individual types, suitability of costume to occasion. Two hours' lecture, one hour laborratory.

HOME EC. Va. *Advanced Dressmaking*—This course teaches the use of commercial patterns in making street, afternoon and evening costumes. A study of the history of costumes, of the ready-to-wear clothing industry, sweat-shop labor, and laboratory practice in renovating and remodeling garments and dresses. One hour recitation, four hours' laboratory per week.

—Miss Powers.

HOME EC. VI. *Home Management*—Economics of the household, budget system, housing problems, operation of household, servant problem, division of the income, social aspects of family life and handling of household resources. Three hours' recitation per week. Three hours credit.

Text book: Taber's "Business of the Household."

—Miss Watson.

HOME EC. VIa. *Practice Cottage*—The practical application of the principles studied in the Home Ec. courses of Freshman, Sopohmore and Junior years. Each student assumes entire responsibility of the home for a given time. One term. Senior year. Six hours' credit. Prerequisite: Home Ec. VI. Students pay their living expenses. —Miss Watson.

HOME EC. VII. *Vocational Home Economics*—Study of the Home Economics movement and the Smith-Hughes Act as it applies to Home Economics. The study of reference and text books. Open to Junior or Senior. Three hours lectures. Three hours' credit. —Miss Powers.

HOME EC. VIIa. *Special Methods of Teaching Home Economics*.—Projects: Home, Class, Community. Three hours' lecture. Three hours' credit. — Miss Powers.

HOME EC. VIIb. *Classroom Methods*—Organization of the course of study. Preparation of the Lesson Plan. Special methods of presenting lessons. Three hours' lecture. Three hours' credit. Prerequisites: Home Ec. VII, VIIa. Open to Juniors or Seniors. —Miss Powers.

HOME EC. VIII. *Practice Teaching*—The teaching of courses in foods and clothing. Open to Seniors. Five hours' credit in all. Prerequisite: Home Ec. VII, VIIa, VIIb.

—Miss Powers—Miss Watson.

HOME EC. IX. *Child Care*—A study of growth and development of the child through prenatal period, infancy, childhood and adolescence.

CURRICULUM IN HOME ECONOMICS

SMITH-HUGHES REQUIREMENTS

Freshman Year

	—Hrs. Per Term—			Total
English	4	4	4	12
Chemistry Inorganic	4	4	4	12
Bible (O. T.)	2	2	2	6
Textiles and Clothing	3	3	3	9
	I	Ia	Ib	
*Art and Design	2	2	2	6
*Electives	.....	.....	.....	3
Adv. Design	.....	.....	.....	3

Millinery may be taken Fall or Spring Terms.

Art and Design II and III may be taken Second and Third Term.

Sophomore Year

	—Hrs. Per Term—			Total
English	3	3	3	9
Bible (N. T.)	2	2	2	6
Math.	4	4	4	12
Organic Household Chemistry or Physics	.....	3	3	6
Foods	3	3	3	9
Physiology	3	2	.....	5
Bible (O. T.)	2	.....	.....	2
Electives	.....	.....	.....	2
	17	17	15	51

Junior Year

	—Hrs. Per Term—			Total
History	3	3	3	9
Economics	2	2	2	6
Ed. Psychology	3	3	.....	6
Fundamentals of Teaching	.....	.....	3	3
Adv. Cookery	3	.....	.....	3
Dietics and Nut.	.....	4	.....	4
Home Nursing and Invalid Cookery	.....	.....	4	4
Biology and Bacteriology	3	3	3	9
Electives	.....	.....	.....	2
Adv. Design Construction	.....	3	3	6
	14	18	17	51

Senior Year

	—Hrs. Per Term—			Total
Child Care	3	2	.....	5
Ethics	.....	2	2	4
House Arch.—Int. Decoration	.....	2	3	5
Home Management	3	.....	.....	3
Practice House	.....	6	.....	6
Home Ec. Methods of Teaching	3	3	3	9
Supervised Teaching	.....	.....	5	5
Sociology	.....	.....	3	3
Electives	.....	.....	.....	8
Gen. Physiology	.....	.....	.....	3
	11	15	13	51

LATIN

MRS. BARNES

If you are planning to complete a college course and you expect to be a well-rounded, broadly-trained college man or woman, do not permit the vociferous arguments of the inexperienced to persuade you that you will have no need of a thorough working knowledge of Latin language and literature. You may have had some Latin and you may not care much for it, but bear in mind that you have not had it as it is given at Union University. COME AND SEE.

Observe that every italicized word below is derived from a Latin word.

Lux et Veritas

Light and Truth

Prejudice is an *opinion* or *judgment formed* without due *examination.* It is *forming* a *verdict* before the *evidence* is in. This *preconceived decision* is, perhaps, the *maximum cause* why so much is *affirmed* about the *difficulty* and *unpractibility* of *Latin.* When rightly *presented* there is perhaps no other *language* so simple in *syllabication* and *pronunciation.* One who knows can *demonstrate* the *fact* that the *percentage* of English words *derived* from *Latin* will be from thirty to sixty-five *percentage* on any page of English *diction.* This *fact confirms* two *important* facts in *addition primarily* that the *multitude* of *Latin derivatives* in the English makes it *possible to acquire a Latin vocabulary* with *facility; secondarily* this *fact demands conclusively* that, if one is *intending* to *consider* himself *educated* and *capable* of *comprehending* the root meanings of a *multitude* of English words, he must of *necessity* have a *potential* working knowledge of *Latin.*

You may have *decided* that you do not want *Latin.* That it is a *useless subject.* Maybe you have *studied* it a little and do not like it. But *remember* that you have not had the *opportunity* to *study Latin* as it is taught in *Union University.* Ask the *students* who have *completed* a *successful course* in the *language* and they will tell you that they not *only comprehend* the *subjects,* but they had an *interesting* and pleasant time while doing so.

We have *courses* which will fit your case if you have never had any *Latin,* and if you are *prepared* for *college Latin,* a *veritable literary* feast awaits you in the *study* of *Cicero's* treatise on "Old Age" in the fall *term,* a part of *Livy's* history of the *Romans* in the winter *term* and a *number* of *selections* from *Horace's* poetry in the spring *term.* The work is *completed* in the Freshman *course,* and if you *desire* to *proceed* further in *Latin* history and biography and wish to *study* the *Roman* drama, the classes in the Sophomore *Latin* will meet your *demands splendidly.*

Any of these *courses* and others not *mentioned* may be *successfully* pursued and *completed* by *correspondence,* and the same *credit* will be given for the same amount of work done whether in class or by mail.

For the *convenience* of *students,* we give a *tabulated* list of *courses offered* with names of *texts, credits, etc.*

FOR FRESHMEN

LATIN I. *Translation* and sentence *structure study. Cicero's* De Senectute, Rockwood's *edition* with *vocabularly.* Fall *Term,* three *recitations* a week. Three *hours' credit.*

LATIN II. Livy's history, *selections translated* and parsing stressed. Burton's *text, Latin dictionary* and grammar needed. *Term* paper on a *subject* to be *assigned.* Winter *Term,,* three *recitations* a week. Three *hours' credit.*

LATIN III. *Study* and *interpretation* of *selections* from *Horace's* Odes. Moore's *text. Term* paper on *subject* to be *assigned.* Three *recitations* a week. Three *hours' credit.*

FOR SOPHOMORES

LATIN IV. A study of Latin biography and Latin drama. Gudeman's text of Agricola by Tacitus, and Captivi by Plautus, Elmer's text: Term paper on some subject to be assigned. Fall term, two recitations a week. Two hours' credit.

LATIN V. A continued study of the Roman drama in a translation of Latin plays to be selected. Term paper on assigned subject. Winter Term, two recitations a week. Two hours' credit.

LATIN VI. A thorough review of Latin principles in composition and a term paper in Latin of approximately 500 words on a subject to be assigned. Two recitations a week. Two hours' credit.

FOR TEACHERS

LATIN VII. This course is for those who have been teaching or are preparing to teach Latin. It consists of a thorough review of declensions, conjugations and other paradigms, Latin construction in parsing and composition. The subjects which are usually considered very difficult, such as Indirect Discourse, Sequence of Tenses, Purpose Clauses, Conditional Sentences, etc., are made clear and easy. Methods of pedagogical presentation will be given. Miss Sabin's Laboratory Methods will be studied and practiced. The texts of the four high school years of Latin will be reviewed. This course will be given if there is a sufficient demand for it. No special texts required. Programs are aranged for each student and he is required to conduct regular classes, under the direction of the head of the department. This work merits college credit according to the number of recitations per week.

Department of Mathematics

DR. HESS

MATHEMATICS Z1 and Z2. Solid Geometry. Two hours throughout Fall and Winter Terms. Credit four hours when both terms are completed, not to be counted toward satisfying required work in mathematics.

Text: Wentworth-Smith's Solid Geometry.

MATHEMATICS I. *First Course in College Algebra.* Fall Term. Fundamental concepts, principles, and methods, linear and quadratic, inequalities, progressions, and logarithms. Required of Freshmen.

Text: Rietz and Crathorne's College Algebra. Credit four hours.

MATHEMATICS II. Plane Trigonometry. Winter Term. The trigonometric functions, the solution of triangles, the proof of trigonometric identities, and the solution of trigonometric equations. Required of Freshmen who do not present trigonometry for entrance. Credit four hours.

MATHEMATICS III. Second course in College Algebra. Spring Term. Mathematical induction, complex numbers, theory of equations, permulations, and combinations, probability and determinants.

Text: Reitz and Crathorne's College Algebra. Credit four hours.

MATHEMATICS IV. *Analytic Geometry.* Fall Term. Ractangular and polar co-ordinates in a plane. Rectangular and polar coordinates space, equations and their loci, emphasis upon topics needed in preparation for the study of the calculus, elementary curve fitting.

Text: Ford's brief course in Analytic Geometry. Credit four hours.

MATHEMATICS V, VI. *Calculus.* Winter and Spring Terms. Differentiation and integration, applications to geometry and physics.

Text: Townsend and Goodenough's Essentials of Calculus. Credit eight hours.

MATHEMATICS VII. *Spherical Trigonometry.* Spring Term. Prerequisites: Solid Geometry and plane Trigonometry. Credit two hours.

MATHEMATICS X. *Surveying*—This course is largely practical field work, and will embrace all the problems belonging to land surveying and the foundation principles of road construction and railroad lines, such as leveling, profiling, curves, cross sections and

mapping. The student will develop a practical familiarity with the transit; and plane tables; and other surveying and engineering instruments.

Text: Wentworth & Smith. Credit four hours.

MATHEMATICS XI. *Analytical Mechanics*—This course is open only to those students who have completed Physics I and Mathematics IX.

Text: Bowser's Analytical Mechanics. Credit six hours.

MATKEMATICS XII. A short course in differential equations will be offered alternating by years with Mathematics XI. Prerequisite: Mathematics IX.

Text: Murray's Differential Equasions. Credit three hours.

TEACHERS COURSES

MATHEMATICS XI. Fall Term. Introductory course in the teaching of mathematics. The teacher of mathematics, the teaching of mathematics in general, the teaching of algebra. Credit two hours.

MATHEMATICS XII. Winter Term. The teaching of plane and solid geometry. Credit two hours.

MATHEMATICS XIII. Spring Term. The teaching of mathematical subjects other than algebra and geometry, correlation of the various branches of mathematics, the relation of mathematics to other sciences. Credit two hours.

LOGIC

DR. SAVAGE

LOGIC I AND II. Although Logic is one of the oldest of the sciences and in the hands of Aristotle nearly reached perfection, yet in the last half century much has been added which will help one in applying the tests of its rules.

Sellers will be used as a text in the discussion of the nature of thought, and the many subdivisions of the science, on which master minds have been working for more than 2,000 years. The teacher will be under the necessity of supplementing the text; and where such necessity exists, he will spare no pains in supplying such teaching as he may deem important.

Pre-Medical Course

PROF. PRINCE, Dean

For the benefit of those students who wish to prepare for entrance into the standard A-1 grade Medical Colleges, a two-years' Pre-Medical course is offered. The following course meets the requirements of standard medical schools with a few exceptions, and those finishing it will be admitted without examination:

First Year		*Second Year*	
Chemistry 1, 2, 3	12	Chemistry 4, 5, 6	15
Mathematics 1, 2, 3	12	Physics 1 (3)	9
Biology 1, 2, 3	9	French or German (3)	9
French or German (3)	9	Biology (3)	9
English 1, 2, 3	9	Embriology	3
		Comparative Anatomy	3
		Bacteriology	3

The courses in Chemistry consist of three hours of recitation and six hours of laboratory work in Inorganic Chemistry. The courses in Biology consist of three hours recitation and three hours' laboratory work. No student can enter the course in Physics I who has not taken Mathematics I. French or German must be continued through the second year. Elective courses in the following subjects are recommended by the Medical Council: Psychology, Economics, History, Sociology, Latin and Greek.

REMARK I—All students who complete the Pre-Medical Course and do one additional year of prescribed work in residence in Union University before entering a medical school may receive the A. B. degree upon completing one year in an approved Medical School. The work must be certified to Union University by the first of April preceding the commencement, and students must have been approved as a candidate by the faculty, upon application, by October 15, preceding. A satisfactory thesis upon an approved subject must be presented.

REMARK II—Vanderbilt University after 1924 will require three years of college work for entrance into the School of Medicine, and will also require two years of German. The University School of Medicine suggests that those of our students planning to enter that University put more time upon Biology and Chemistry even at the expense of French and German.

Science

PROF. PRINCE

PROF. DUNN

DR. DAVIS

The courses in Science are offered for the purpose of general culture as well as to lay a proper foundation for those desiring to specialize in scientific work, in medicine, agriculture, or engineering. The keeping of note-book records is insisted upon.

The laboratory fee in each case covers all necessary material, but the student is required to pay for the breakage of all apparatus charged to him.

Lecture Room

This room is on the first floor of Barton Hall, and seats about fifty persons. The seats rise rapidly to the rear, thus enabling any one in the room to view any demonstration on the lecture desk in front, which is amply supplied with appliances and connections for water, gas and electricity. The windows are provided with blinds, thus enabling the room to be darkened for light experiments and for the use of a projection lantern, or moving pictures.

Laboratories

The Chemical Laboartories for inorganic and qualitative chemistry are in a well-lighted and commodious basement room. The laboratories for qualitative, organic and advanced work are immediately above on the first floor. These are equipped with water, gas, electricity, direct draught hoods, etc. The students' desks have been designed according to the most modern ideas, being provided with acid-proof alberene stone tops, sinks and troughs, reagent shelves in the middle over troughs and individual lockers, water and gas supply.

The Physical and Biological Laboratories are in rooms adjoining the Chemical Laboratories and are similarly equipped. For advanced work in physics a basement room with solid concrete floor is used, thus avoiding all vibrations from the rest of the building. Special tables are provided and the apparatus is ample for giving numerous and standard experiments. A dark room located between the Chemical and Physical Laboratories is convenient for work in light, spectroscopy, and photography.

For biological work there are supplied a number of compound dissecting microscopes, jars, trays, preserved specimens, etc.

An automatic still furnishes an ample supply of distilled water for all laboratory work.

Department of Biology

DR. DAVIS

BIOLOGY I. *General Biology.* Fall Term. Lectures and recitations twice a week. One two-hour laboratory period once a week.

This is an introductory course to all further work in biology and will give a general view of the structure and functions of animals; laboratory methods of dissection will be introduced; the student will be made familiar with the use of the compound micriscope.

BIOLOGY II. *Invertebrate Zoology.* Winter term. Lectures and laboratory hours as in Fall Term. Prerequisite: Biology I.

This course consists of a comparative study of the various types of invertebrate life, their structure, development, relations and geographical distribution. The laboratory work will consist of dissection, microscopic examination and drawings of specimens studied.

BIOLOGY III. *Vertabrate Zoology.* Winter term. Lectures and laboratory hours as in Fall Term.

A study of the comparative morphology of a series of vertebrate forms will be made. Special emphasis given to the mammalia. Considerable attention will be given to embryology.

BIOLOGY IV. *Botany.* Fall Term. Lectures and recitations twice a week. One two-hour laboratory period once a week.

A course consisting of the physiology and classification of plants. The important functions of plants will be demonstrated by numerous expirements.

BIOLOGY V. *Botany* continued. Winter Term. One recitation and two laboratory periods a week.

A general course covering algæ, fungi, bryophytes, pteridophytes and spermatophytes from the point of view of plant relationship; also embracing a study of their life, process of nutrition and reproduction.

BIOLOGY VI. *Bacteriology.* Spring Term. Three hours a week. One-half time given to laboratory work.

The work begins with the study of morphology of both pathogenic and non-pathogenic bacteria. In the study of the pathogenic organisms students will have access to the Physicians' Clinical Laboratory, of which Dr. Davis is director. This will be of special advantage to pre-medical students.

BIOLOGY VII. *Heredity.* Spring Term. Three hours a week.

BIOLOGY VIII.—*Comparative Anatomy.* This course is designed to meet the needs of pre-medical students and those preparing to teach Biology. It consists of a careful dissection of representative types of vertebrates, supplemented by lectures and demonstrations of illustrate the classification of animals and the com-

parative morphology of the various organ systems. Note-books are required and frequent quizzes on the laboratory and class-room work are given. Prerequisite, one full year in college Zoology. Three hours. Fall Term.

BIOLOGY IX.—Continuation of Biology VIII. Three hours. Winter Term.

BIOLOGY X.—*Physiology I.* This is a course in general Physiology and is designed to meet the needs of all college students. All are urged to take it as an elective. It includes lectures and demonstrations dealing with the fundamental principles of body structures and vital phonomena. Winter Term. Three hours.

BIOLOGY XI.—*Physiology II.* This is a continuation of Physiology I, which is a prerequisite . Spring Term. Three hours.

BIOLOGY XII.—*Embryology I.* This course is planned to meet the needs of pre-medical students. It consists of lectures and laboratory work on the development of vertebrates, with special reference to chick and mammal, and on the histogenesis of body tissues. Prerequisite, one full year in college Zoologoy. Winter Term. Three hours.

BIOLOGY VII, IX, XII are being required by many medical colleges as prerequisites for entrance.

Department of Chemistry

PROF. PRINCE
AND ASSISTANTS

General Inorganic Chemistry

CHEMISTRY I. Fall Term. Lectures and recitations. Three days a week. Laboratory, two double periods a week at times to be arranged. Prerequisite: Elementary Physics. This course includes the nomenclature, the broader quantitative relations of the Chemical Elements and a particular study of the non-metalic elements. Credits four hours.

CHEMISTRY II. Winter Term. Lectures, recitations and laboratory as in Chemistry I, which is a prerequisite. Special emphasis will be laid upon the laws of dissociation and ionization. The study of the non-metallic elements will be completed. Credits four hours.

CHEMISTRY III. Spring Term. Lectures, recitation and laboratory as in Chemistry I and II, of which this is a continuation and forms with them a complete course in General Chemistry. The metallic elements will be particularly treated from the standpoint of elementary qualitative analysis. Credit four hours.

CHEMISTRY I (a). Fall Term. Open only to students who have completed a thorough laboratory course in High School. Lectures, recitations and laboratory as in Chemistry I, but more rapid progress will be attempted. Credit four to six hours.

CHEMISTRY II (a). Winter Term. Continuation of Chemistry I (a). Credit four to six hours.

ANALYTICAL AND ELEMENTARY PHYSICAL CHEMISTRY

CHEMISTRY IV. *Chemical Principles and Analytical Methods.*—A course designed especially for pre-medical students but also helpful to all students majoring in chemistry. The fundamental methods and theories of quantitative Analytical Chemistry and Physical Chemistry are studied. The course is largely experimental with laboratory practice given in gravimetric analysis, and proving the laws of elementary physical chemistry. Considerable emphasis is placed upon chemical calculation. Prerequisite: Freshman Chemistry and Mathematics. Two lectures and six to ten hours laboratory periods per week. Text. Chapin's second year College Chemistry. Credit five hours.

CHEMISTRY V. A continuation of Chemistry IV throughout winter term. The analytical work will be volumetric anaylsis and experiments dealing with molar concentration, osmotic pressure, colloids, catalysis, theory of indicators and hydrogenion concentration. Prerequisites and credit are same as in Chem. IV.

CHEMISTRY VI. A continuation of Chem. IV and V throughout the spring term. Volumetric Analysis will be completed and the Physico chemical principles relating to equilibrium and electrochemistry will be given. Considerable laboratory work will be given in the latter. Prerequisites and credits the same as Chem. IV and V. Chem. IV, V, and VI comprise a complete second year in college chemistry.

Organic Chemistry

CHEMISTRY VII. Fall Term. Lectures, two hours per week. Laboratory, four hours. For Sophomores or Juniors. Prerequisite: General Inorganic Chemistry, Qualitative Analysis, and preferably, Quantitative Analysis. This course consists of a study of the Aliphatic Series of the Carbon compounds and their synthesis in the laboratory. Should be taken by all students intending to study medicine or agriculture. Credit four hours.

CHEMISTRY VIII, IX. Winter and Spring Term. Continuation of Chemistry VII. Study of Aromatic Hydrocarbons and derivatives. Credits four hours.

Household Chemistry

CHEMISTRY X. Winter Term. This is a course designed especially to meet the needs of students in Domestic Science, and

for those special students who are unable to take the General Course in Chemistry. Prerequisite: One unit of entrance Science. Credit three hours per term.

CHEMISTRY XI. Household Organic Chemistry. This course is a continuation of Chem. X and together with it and Chemistry I, II, and III will meet the Smith-Hughes requirements in chemistry for Home Economics students. The elementary prinicples of organic chemistry as related to household and community will be studied. Prerequisites and credit as in Chem. X.

Agricultural Chemistry

CHEMISTRY XII. *Quantitative Analysis.* This course is arranged to meet the needs of students in Agriculture. The work begins with the analysis of soils, fertilizers and agricultural products, and is extended to analysis of other substances. Prerequisite: Organic Chemistry and Qualitative Analysis. Any term. Credit five hours.

Advanced Quantitative Analysis

CHEMISTRY XIII, XIV, XV. Any term. Lectures, conferences and laboratory work at hours to be arranged. Prerequisite: Chemistry V and VI. Open only to Seniors. This course will include special methods of Quantitative Analysis, Proximate Food Analysis, Fire Assay, Water and Gas Analysis, or Electrolytic Methods may be taken, according to the needs of the class. The course will be largely laboratory work with collateral reading. Credit five hours.

Physical Chemistry

CHEMISTRY XVI. An advanced course in Physical chemistry, open only to seniors who have had college Physics, Calculus, and three years chemistry. Designed especially for those intending to do gratuate work in chemistry or for teachers of chemistry. Credit three hours.

CHEMISTRY XVII. *History of Chemistry*—Any Term. Lectures only; three times a week. Credit three hours.

CHEMISTRY XVIII. *Pedagogy of Chemistry.*—A course designed for teachers of chemistry. Problems of presentation, organization, equipping and managing laboratory courses, lecture demonstration, etc., will be discussed. Credit three hours.

GEOLOGY

GEOLOGY I. *Structural Geology.* Fall Term, two lectures a week. Open only to Juniors and Seniors. Prerequisite: One year of Biology and one year of Chemistry.

GEOLOGY II. *Dynamical Geology.* Winter Term, two lectures a week. Will consist of a study of the external and internal geological agencies and of the resulting changes in the earth's surface. Prerequisite: Same as in Geology I, of which this is a continuation.

Geology III. *Historical Geology.* Spring Term, two lectures a week. This course will consider the different geological periods and fossil remains of plants and animals. Prerequisite: Geology I and II, of which this is a continuation and with them constitute a complete course in Geology.

Department of Physics and Astronomy

PROF. DUNN

General Physics. This course may be taken by those who had no Physics, or only a brief High School Course. Three lectures and four laboratory hours per week. The lectures will be fully illustrative.

Text: Elements of Applied Physics, Smith.

Prerequisite: Trigonometry.

This course will continue throughout the year and will be subdivided as follows:

Physics I. Fall Term. Mechanics, Molecular Physics and Heat. Credit four hours.

Physics II. Winter Term. Magnetism and Electricity. Credit four hours.

Physics III. Spring Term. Sound and Light Credit four hours.

Physical Measurements. This course should be taken by those who expect to specialize in technical lines. One hour recitation and six hours' laboratory work per week. The course is subdivided as follows:

Physics IV. Fall Term. This course will be largely laboratory work in Mechanics and Heat. One hour recitation and six hours' laboratory work per week.

Text: Millikan's *Mechanics, Molecular Physics and Heat.*

Prerequisite: Freshman Mathematics and Physics I. Credit four hours.

Physics V. Winter Term. Magnetism and Electricity.

Text: Millikan & Mill's *Electricity, Sound and Light.*

Prerequisite: Freshman Mathematics, Physics I and Physics II. Credit four hours.

Physics VI. Spring Term. Sound and light. Text same as Physics V.

Prerequisite: Freshman Mathematics and Physics I and III. Credit four hours.

ASTRONOMY I. Fall Term. Lectures and recitations three hours per week. This is a general course in descriptive astronomy, with just enough attention given to the mathematical side to acquaint the student with the methods of computation and to give him confidence in conclusions reached. Observation work with the telescope and transit is stressed.

Prerequisite: Freshman Mathematics.

Text: Moulton's *Introduction to Astronomy*. Credit three hours. The next course must be taken to receive this credit.

ASTRONOMY II. Winter Term. This is a continuation of Astronomy I. Much library reference work is required, and students are taught the use of the tables of the American Ephemeris and Nautical Almanacs. Credit three hours.

Department of Social Science

DR. WATTERS

DR. HOGAN

The modern social movement is significent and valuable. Its history is interesting and suggestive. For a long time men lived in an individual attitude and the slogan was "every man for himself," then mankind became a little more social, and the slogan was "live and let live;" and now he is getting the spirit of the modern social movement and the slogan is "live and help others to live." It is the purpose of this Department to stimluate and encourage this present movement in the home, education, the church, the industrial system, the government and the whole social realm. Its method is to present the needs and the problems in the social realms and to try to meet the needs and solve the problems.

COURSE No. 1. *Sociology and Modern Social Problems.* This course will take up the study of Society; its origin, its growth and its needs; the family, its origin, its development, its form and its present problems and needs; the growth of population, immigration, the negro problem; the city, crime and poverty.

Open to all students. Three hours per week.

COURSE No. II. *Social Control.*—This course follows Course I and will try to solve its problems and meet its needs. It will differentiate between the natural order and the social order taking up the agencies of control in each; giving special attention to the salient points in Social Control; such as public opinion, law, custom, education, social religion, personality, etc. Open to all students. Three hours per week.

Course No. III. *Preliminary Study.* An original course from outlines furnished by Wr. Watters. It will cover definitions, objects, purposes, history of the development of science, and will cover in a general way the entire field of sociology. It is intended to acquaint the student with the nature and the importance of the new field of work and to arouse his interest in it. Open to beginners. Three hours per week.

Course No. IV. *Rural Sociology.*—This Course will take up the study of rural life, its problems and its needs. It will deal with the country church, the school system, the towns, the farm, the farm house, farm products, live stock, labor, attractions and amusements. It is intended to create an interest in country life and to hold the people to the country. Open to Juniors and Seniors. Three hours per week.

Course V. *Christianizing the Social Order.*—This course will deal with the question largely from the standpoint of the Christian Church. It will show that the nation is awakening and the church is responding to the social needs of the people. It will differentiate between personal and social religion; show how the social ideal of Jesus was eclipsed and state its present outlook: It will discuss such subjects as: Our economic order; the middle man; the law of profit; economic democracy; the rise of the working class; profit vs. life; community life and public spirit. Open to Sophomores, Juniors, Seniors. Three hours per week.

Course VI. *Sin and Society.*—This course will deal with society in all its relations to life with sin, its origin, its spread, and its influence on man; it will differentiate sin, crime and vice, and show that the church deals with sin, the courts with crime and society with vice.

Course VII. *The Problem of the Welfare of the Child.*—This course will cover such subjects as: the child and heredity birth, birth rates; cause of child mortality; disease, poverty, bad milk, child labor; care of health, removal of defection; education; moral and sex; juvenile courts, dependent children, the child welfare movement.

Course VIII. *Criminology.*—This course will deal with the law, crime, victim of crime; cause of crime, police system; the court, punishment and its purpose; prison, parole and probation; methods of reformation; prevention of crime.

ETHICS

Ethics I.—It is highly important that college students be thoroughly grounded in correct principles of Ethics before they encounter the battles of life. Such training in the fundamental theories and principles of morals and righteousness enables him to gauge human conduct accurately and yet along broad lines, thus enabling them to make more correct analysis of human conduct

and motives than would otherwise be possible. This will be valuable whether the student should practice Law, Medicine, enter the Ministry, be a Teacher, or simply be a student or actor in human relationships.

The development of the science of man in his group relations has given a new angle to Ethics. A new scientific study has been developed, known as Social Ethics. All of these phases of the subjects are taught in Union University. Six hours required of all Seniors.

RELIGIOUS PSYCHOLOGY. Three hours.

Department of Theology

DR. PENICK
(The Benjamin Perry Chair of Biblical Instruction)

PROF. HOWSE

REMARKS

Our Theological Department does not offer a seminary course, nor does it propose to offer a substitute for such a course. On the contrary, it is hoped that the work given will whet the appetite of students for a full course in some one of our great seminaries.

A glance over our course of study will reveal the fact that we offer a most practical elementary course of study intended to accomplish the following objects:

First: To give a careful survey of the Old and New Testaments, teaching the students how to study the Bible, how to interpret it, and to arouse a greater interest in its study.

Second: To give the students a preliminary preparation in the great fundamental theological truths of the Bible as held and interpreted by Baptists.

Third: To offer such advantages as ministerial students need to advance themselves as rapidly as possible in their ministerial work while in college; to enable them to develop their ministerial gifts along with their mental training, and to inspire them with a desire for a more thorough theological training.

Fourth. To give such a practical course in elementary theological branches as is needed by the great mass of young preachers or those more advanced in years who, for various reasons, will never be able to pursue a course of study in a theological seminary.

COURSE OF STUDY

The English Bible

(For Bible Courses, see Department of Bible).

Elementary, or Beginners' Course in Theology

THEOLOGY I.—The regular Sunday School course. Two hours.

THEOLOGY II, III—The Post-Graduate Sunday School course. Two hours each term.

These two courses will give a full year's preparatory work for the regular Theological work as outlined below, and be very helpful to Sunday School teachers and students.

Courses in Systematic Theology

THEOLOGY IV, V, VI.—This course is to train students in the fundamental truths of the Christian religion. Text books, "The Christian Religion in Its Doctrinal Expression," by Dr. E. Y. Mullens. Frequent references will be made to Boyce, and Strong, and Walker's "Philosophy of the Plan of Salvation." Dr. Mullen's book will be so divided that it can be covered in three terms, with reviews and examinations at the close of each term. Two hours each term.

Courses in Evangelism

This course is given to help students the better to carry out the Commission of the Master.

EVANGELISM I—The study of the methods used, doctrines taught, and results gained by Christ and the Apostles. Text book, the New Testament. "Normal Evangelism," by O. O. Green, will also be used to see that the individuals and churches are the Lord's agencies which He would have us work in carrying out His will. Two hours.

EVANGELISM II—The texts this term will be Dr. Scarborough's "With Christ After the Lost," "The Preacher and Prayer," by Bound, "The Soul Winner," by Spurgeon, and references to other authors. Two hours.

EVANGELISM III—Will use same texts as in second term, supplemented by close studies of doctrines involved in Evangelistic work and our obligations to all lost sinners and mistaught Christians. Reviews and examinations each term. The City of Jackson and adjacent territory offer opportunities for soul-winners on the streets, in homes, stores and shops. Two hours each week.

Church History

CHURCH HISTORY I—This course is intended to present a clear outline of the political and religious world into which Christ was born and Christianity established; the constitution of churches; forms of opposition and methods of defense; the rise of heretical bodies. Two hours each week.

CHURCH HISTORY II—Christianity in the Mediaeval period; the rise of Mohammedanism; beginning of Catholicism; division between the East and the West; spread through the West of the Reformation. Two hours.

CHURCH HISTORY III—The Reformation, its causes and results. Rise of the various denominations; the continuity of true churches through all ages. Two hours each week. Reviews and examinations each term.

Homiletics and Pastoral Theology

HOMILETICS I—The Fall Term will be devoted to a study of the sermon. Lectures will be given on the structure, style and preparation of the sermon, and the methods of classifying sermons by methods of treatment, subject, aim, process and history, and method of delivery. Sermon outlines furnished by the class are criticised, and there will be class quizzes and written examination. Elective. Two hours per week.

HOMILETICS II.—Winter Term. The first half of this term will be devoted to Pastoral Theology. The relations and conduct of the pastor in his home, in the church, and in his social relations will be considered.

The second half of the term will be devoted to the study of typical sermons of men who have attracted attention as preachers. Such varied types of men as Spurgeon, Joseph Parker, Robert South, Alex. MacLaren, John Caird, Francis Wyland, Henry Ward Beecher, J. M. Pendleton, John A. Broadus, T. DeWitt Talmadge, D. L. Moody, Phillips Brooks, J. B. Hawthorne, J. C. Hiden, A. C. Dixon, "Billy" Sunday, and Sam P. Jones will be studied with a view to learning what has given importance to the sermons published.

Elective. Two hours per week.

HOMILETICS III—Spring Term. A continuation of II, until the latter part of the term, when sermons will be required of members of the class for criticism by the class and professor.

Elective. Two hours per week.

Department of Music

MRS. A. W. PRINCE
Piano, Pipe Organ and Theory
Director

PROF. GUYON
Band and Orchestra Instruments

MRS. TALIAFERRO
Voice

PROF. TURNER
Gospel Music

INTRODUCTORY STATEMENT

One great advantage of musical work in a college conservatory is the atmosphere of study and the literary opportunities that offer themselves.

It is advisable that music students carry some branches of the college course; and it is equally advisable that college students, if they have any musical talent, pursue some branch of musical work. Music is the art that appeals to the largest number of people. All

boarding students must carry as much as fourteen hours' work including their fine arts courses, unless upon advice of physician.

Curriculum

Pianoforte, Organ, Harmony, Theory, Musical History, Voice, Violin.

Pianoforte

The pianoforte occupies a place of dignity and value, and should have treatment commensurate with its place as a factor in musical education. The foundation of pianoforte technique is flexibility of the fingers, hands and arm. The acquirement of strength in the members. Then, building on this foundation, we form a correct musical touch.

The touch of the pianoforte, as well as other musical work, will be along really musical lines, the selection of exercise, study and piece being made with reference to their musical value, as well as to the special necessities of the pupil and the maintaining of a lively interest in her work While the old classics will live on much pedagogical music has gone out of date, and should be replaced by that which more truly represents the modern spirit and progress.

The curriculum is chosen from the standard composers, not omiting modern European and American writers. It is unnecessary to state the list in detail.

Harmony

Harmony, dealing with chord formation and procession, is a vital part of musical knowledge, and is necessary for the understanding of what one plays or hears. It bears the relation to music that grammar does to language, and hence is an essential part of a musician's equipment.

We aim to teach harmony in an interesting as well as thorough manner. The time required to complete the Harmony course is two years.

Text: Emory or Orene; Foote and Spaulding.

Outline of Piano Study

By the end of the first year pupils should be playing music of the grade of Clementi's Sonatinas; second year, Czerny Kuhlau's and the easier Mozart Sonatas, and the easier Mendelssohn's Songs Without Words; third year, Cramer-Buloy studies, Clementi's Gradus, Bach's two-part and three-part Inventions, Beethoven's easier Sonatas, Chopin's easier works, Kullak's Octave Studies.

For the completion of full course, another year is required, including the Moscheles, Kessler, Henselt and Chopin Studies, as well as some of the Bach Fugues, Chopin's larger works, such as Op. 40, 29 and 31, and Beethoven's Sonatas, such as Op. 10, 13, 26 and 27.

The compositions here named represent only in a general way the stages of advancement. Such works are, of course, accompanied by the necessary technical studies and selections in free forms. To complete the full piano course with its adjunct theoretical studies takes pupils of fair talent not less than four years. Credit will be given for all previous study that has been done in a satisfactory manner. Especial attention is given to having the pupils acquire a practical repertoire of pieces for home and concert use.

The Pipe Organ

The course of study is based on the works of Stainer, Rinck, Buck, Thayer and selections from classics and modern organ composers.

It includes the necessary instruction in manual, pedal and registration to fit students for the position of church and concert organists.

Previous to studying organ, pupils must have had sufficient preparatory study on the piano. Technical knowledge and ability to read music readily at sight are necessary requirements for satisfactory organ study.

Musical History and Theory

The two branches are combined in one study.

Theory Outline: Acoustics, notation, musical terms and forms of composition; musical instruments; the orchestra.

History Outline: The rise and development of modern music; early church music; the opera; oratorio; instrumental music; the great composers, their works and characteristics; classic and romantic music and understanding of all technical terms, with correct pronunciation of foreign terms and proper names. The time required to complete this course is two years.

Text: Hamilton's *Outline of Musical History,* and Baltzell's *History of Music.*

KEYBOARD HARMONY AND MEMORIZING

1—*Keyboard Harmony*

Keyboard Harmony consists in study at the keyboard of the primary chords and their connections, as they are used in musical compositions.

This study leads to improvisations , and is the foundation of memorizing.

In the regular Harmony Course the work consists almost wholly of writing the chords and various harmonic progressions, pupils rarely obtained more than a theoretical knowledge of the subject.

The practical work in keyboard harmony is plainly necessary for all students of piano or organ. It may precede or follow the regular Harmony Course.

Text: Homann's Harmony Primer.

2—*Memorizing*

The prevalent custom of pianists to play without the music, giving entire programs in this manner, makes it necessary that the ability to memorize be required. The mechanical process of memorizing by note—that is, playing the notes and repeating them—is decidedly unreliable, the pupil wasting time and energy. while the result is nearly always one of uncertainty. The understanding of several distinct agencies is necessary for satisfactory memorizing. They are:

1. Familiarity with the elementary material of music—scales and chorus, measures and rhythm.
2. The principles of harmonic progression.
3. Analysis of musical design.
4. Conventional outlines of form which tend to reveal the order of tonality of different divisions and subdivisions in certain styles of music.

The time required to complete the course in the two studies, taking one-half hour private lessons a week, will be about one year.

Text: *Guide to Memorizing,* Goodrich.

Students on campus are not permitted to take studies with outside persons without special permission from faculty.

COURSE LEADING TO THE BACHELOR OF MUSIC DEGREE

First Year

	Credit
Advanced Piano or Voice or Violin (two hours daily practice)	12 Hours
Harmony	3 Hours
English (Freshman)	12 Hours
Foreign Language (Modern)	9 Hours
Music Minor	6 Hours
Literary Electives	6 Hours
	48 Hours

Second Year

Advanced Harmony	3 Hours
History of Music	3 Hours
Advanced Piano, Voice or Violin (two hours daily practice)	12 Hours
Foreign Language	9 Hours
*Physics of Sound (Physics III)	4 Hours
Music Minor	5 Hours
Literary Electives	12 Hours
	48 Hours

Third Year

Advanced Piano, Voice or Violin (three hours daily practice)	15 Hours
Minor in Music	6 Hours
Educational Psychology and Methods	9 Hours
English (Sophomore)	6 Hours
History (Musical)	3 Hours
Recitals	3 Hours
Literary Electives	6 Hours
	48 Hours

Fourth Year

Advanced Piano, Voice or Violin (five hours daily practice)	15 Hours
Minor Subject	6 Hours
Practice Teaching	3 Hours
Recitals	3 Hours
Education	9 Hours
Literary Electives	12 Hours
	48 Hours

*If not taken in High School.

Voice Culture

MRS. TALIAFERRO
Director and Instructor

PROF. TURNER
Gospel Music

VOICE CULTURE AND CHORUS

Singing is probably the most difficult of all specialties of music, since it is apparently the easiest thing of all things musically to do; for, when there is aresonate larynx and a good ear, one can, by a certain happy instinct, accomplish something that touches the heart of the untutored; it is usually taken for granted that nothing is easier than to sing. The precise reverse is the actual fact. Few studies require a keener mind, more patience and more artistic environment than the human voice.

Cultivation of the voice in singing is now regarded as an important branch of education. Like many natural powers, the voice is given to us in crude state and we are obliged to develop it through means that art has revealed to us.

Students enter grades at the judgment of the director, and the course largely depends upon the individual needs of each. It has for its object a high degree of perfection in church, oratorio and concert singing, familiarity with the vocal schools and works of great masters, and those principles of vocal culture so necessary for successful teaching. A general outline of the course is given but adapted to the needs of individuals.

Students will be graded on same basis as in literary work.

Preparatory Course

All candidates for entrance to the Freshman year of the regular diploma vocal course will be required to meet some conditions in voice and literary work as candidates in Pianoforte Department.

Preparatory vocal work consists of elementary voice training, principles of breathing, voice placing and development of tone and elementary vocalizes, according to individual requirements.

Sight Singing, Ear Training and Musical Appreciation.

Course of Study

Grade I

English, French or one other foreign language; Sight Singing Ear Training; two voice lessons a week; one practice period daily.

Continuation of Voice Training, Vocal Technique, Art of Vocalization, Vocalizes Studies and Songs selected in reference to particular points in vocal development and enunciation.

Appearance on private matinee programs.

Elective. Extra hours required.

Grade II

English, French or some other foreign language; Sight Singing, Harmony, Chorus. Two Voice lessons per week, two-thirds grade Piano lessons per week, one practice period daily.

Voice Training, Advanced Vocalization; Songs, Classic and Modern English, and Oratorio. Singing in public recitals.

Elective. Extra hours required.

Grade III

Philosophy, Advanced Sight Singing, Vocal Ensemble Music, Harmony, History of Music, Chorus.

Two lessons per week, one practice period daily.

Voice Production—Art of Vocalization and Musical Embellishments, Italian, French and English Songs. Advanced study of Oratorio and Church Music, Folk Songs. Chorus work. Frequent appearance in public recitals.

Elective. Extra hours required.

Grade IV

Philosophy, two Voice lessons per week, one practice period. Special attention given to appreciation of music and the building of a repertoire.

Requirements for Graduation

Candidates for Graduation will be required to have two years of Harmony, two years of History of Music, two years of Solfeggio, and in addition one year of Advanced Sight Reading of ensemble music. The first three grades of the Pianoforte Course, or their equivalent, covering Freshman and Sophomore years. One year of French, Spanish or German with Italian diction together with the required number of literary studies indicated in each year of the respective courses will be required.

Frequent and successful public appearances, together with a creditable final Graduation Recital, are included.

Glee Club for Men and Women

The members of the club are chosen from the more advanced voice pupils and any others who have good voices. It is the aim of the Director to make the organization worthy of membership and an honor for the individual to belong to it.

Gospel Music

We have engaged a splendid gospel singer and teacher to conduct a gospel music department in Union. There is a great and growing demand for gospel singers and Union now offers splendid opportunities for such training. Write for information.

A course in the study of Gospel Hymns is of great benefit to young people who intend to do any kind of Christian work.

To know how to sing and to interpret a hymn is a great help in a religious service. The pastor or teacher who can lead the people in a song will find that he has opened the way for the message which is to follow.

A course in the study of hymns and hymn singing is offered once a week.

Band and Orchestra Department

RAYMOND GUYON
Director
Concert Violinist, Conductor, Theorist
GWENDOLYN STEVENSON GUYON
Assistant Director
Woodwind, Brasses, Saxophone, Percussions

It is the aim of this department to provide a cultural subject which will be of practical use and benefit all through life.

The study of song band and orchestra instruments will not only provide the student with the means of gratifying his desire to play good music whenever he wishes, but will give him a practical profession which may, at his option, be turned into a source of income. Aside from these benefits, the student will derive pleasure all through the years of life from his association with other musical people, and will be an asset to the social and intellectual life of

his community through his ability to give pleasure to others, and will be able to enrich the church service by means of his talent.

Regular courses are offered on the following instruments:

Violin	Flute	Trumpet	Snare Drum
Viols	Clarinet	French Horn	Bells
Violincello	Oboe	Euphonium	Xylophone
Double Bass	Bassoon	Tuba	Tympani
Harp	Saxophone	Trombone	
	Cornet	Bass Drum	

A students' band and orchestra is maintained to furnish the students with a means of obtaining practical experience. Experience is also obtained through the medium of the concerts and recitals which are given regularly. Many pupils of excellent private teachers are unable to play in public well. "Stage fright" is the result of inexperience. It is a very real thing, and may only be overcome by constant public appearance. Through the medium of the band orchestra our pupils are gradually accustomed to public performance, so that, when they reach the stage where public appearance as a soloist is necessary, they are rarely, if ever, attacked by this dread malady.

Department of Expression and Dramatic Art

Miss Mary Evans Saunders, A. M.
Principal

A. M. Union University; Vanderbilt University School of Expression. English Literature Courses Vanderbilt University; Chautauqua, New York, School of Expression; with S. H. Clark of University of Chicago; Boston School of Expression; Dramatic Art With Teachers of Chicago; Recreation School of Dramatic Art, with Belford Forrest of American Academy of Dramatic Art of New York; Read by invitation in Washington, D. C., on Official Program of United Confederate Veterans; read on Assembly Program of Monteagle, Tenn., and Lake Junaluska, N. C.; Director Lake Junaluska Summer School of Expression; Member National Association Teachers of Speech; Member of National Story Tellers' League; member Dramatic League of America; Produced Outdoor Performance "Midsummer Night's Dream," for Jackson Woman's Club Children's Story Hour; Head Department Expression and Dramatic Art, Union University, 1923.

The purpose of the study of Expression is to accomplish the unfolding of personality through co-ordination of mind, voice and body. The work of the department is so planned as to awaken the

artistic nature through imagination and feeling. The training is intended to eliminate imitation and artificiality and to develop originality and individuality by means of an understanding of the laws of thought and action, and their expression through the voice and body. Breadth of culture and education are emphasized and an effort is made to impress the student with the necessity of a broad background in order to be an interpreter of Literature.

In order to receive a Diploma in Expression, the student is required to complete the four years' course prescribed in the Expression Department, in addition to a regular four years' course of the College Curriculum. If sufficient advancement is evident, together with natural talent, a certificate may be granted upon completion of certain phases of the course, but not less than two years. Two years of college English are required and two years of Education in addition to the completion of a regular High School course of study.

Applicants for Diploma and certificate are required to appear in weekly and monthly recitals and in all formal-Public Recitals. Practice Teaching is required of the applicant in the coaching of a play for public performance.

There are three courses offered in Expression: Elementary, Intermediate, and University. The following is the University course in Expression:

First Year—Articulation, Training of the Speaking Voice, the Elements of Thinking, Visualization, Platform Art, Language of the Body, Correct Position on Stage, Story Telling, Fables, Allegories, Legends, Folk Lore, the Story in Moral Education, Building Story-Telling Programs, Narrative Poetry, Recitation, Coordination of Mind, Voice and Body.

Texts: "Little Classics," by S. S. Curry, Ph.D.; "Educating by Story Telling," by Cather; "How to Tell Stories," by Sara Cone Bryant; Stories from Shakespeare.

Second Year—Articulation, Centralization of Breathing, Tone Production, Science of Gesture, Language of the body, Pronunciation, Reasonance, Flexibility, and Agility of Voice, Descriptive and Manifestative Gesture, Conversation, Lyric Poetry, Modern Drama, Weekly Class Recitals.

Texts: "Lessons in Voice Expression," S. S. Curry; Ph.D.; "Classics for Vocal Interpretation," by Curry, Ph.D.; Best Readings, by S. H. Clark; "Mind and Voice," by Curry; The Short Story from Contemporary Modern Literature; Shakespeare's "Julius Caesar."

Third Year—Principles of Training of Voice, Harmonic Expressive Training of the Body, the Psychology of Gesture, Representative and Manifestative Pantomine, Dramatic Action, Personation and Participation, Characterization, Life Sketches, Platform Interpretation of Literature, Dramatic Criticism.

Text: "Browning and the Dramatic Monologue," Curry; "Foundations of Expressions," Curry; "Extemporaneous Speaking," Shurter; "Standard Orations and Fiction," Shakespeare; "The Making of an Oration," by Brink.

Fourth Year—Practice Teaching, Unity of Expression from Pause, Touch, Change of Pitch, Inflection, Tone Color, Intensity, Movement, Repertoire, Harmonic Training of Voice and Body, Abridgement of Books for Graduate Recitals, Coaching of Plays, Rehearsal, Farce, Comedies, Formal Public Recitals.

Texts: "How to Produce Amateur Plays," by Barrett Clark; Pageantry; "Imagination and Dramatic Instinct," by S. S. Curry; "Action," by Southwick; Modern Literature for Platform Interpretation; Methods in Teaching.

For ministerial students, an adaptation of the courses offered above, together with "Vocal and Literary Interpretation of Bible," by S. S. Curry; Story Telling and Illustrations, Study of Orations, the Reading of the Hymns and Vocal Interpretation of Poetry, the Training of the Speaking Voice, the Science of Gesture.

Lawyers find the courses in Expression of great advantage, together with the Methods of Orators, Extemporaneous Speaking, the Art of Speaking and especially courses for individual work.

Children's Classes in Story Telling, Dramatization, Recitation, emphasize Diction, Dramatic Thinking, Response and Grace.

Students on Campus are not permitted to take studies with outside persons without special permission from faculty.

Additional features of the Union University School of Expression:

I. *Corrective Speech*—Practical exercises and drills for stammering, stuttering and other impediments; voice and diction are studied to insure cultivated utterance through proper functioning of the speech mechanism.

II. Courses in Artistry for Lyceum and Chautauqua Platforms.

III. Advanced work in the Department of Expression is counted for credit on the A. B. Degree.

School of Art

MRS. DAN C. CALDWELL, Teacher

Student of The Art Students League, New York; Art Institute, Chicago; China Painting under F. B. Aulich and Miss Yeoman, and Water Color under Miss Esterbrook.

This department offers a General Art Course for those who wish to study all branches, and special classes for the benefit of such as desire instruction in Tapestry.

Freehand Perspective.

Water Colors—Instruction in painting from flowers and still-life groups, and landscape painting.

Oil Colors—Instruction in still-life groups and landscape painting.

China Painting, Crafts, and Design.

Mrs. Dan C. Caldwell's knowledge of the subject of art assures a rare opportunity for professional students and also students who desire to paint for their own pleasure to receive the highest type of authoritative instruction. The course of art which she teaches may be comprised under the following heads: Interior Architecture and Decoration, Stage and Scenic Design, Costume Design and Illustration, and Oil Painting which includes still-life and the fascinating art of china painting. Mrs. Caldwell's unswerving policy in her teaching is to find out each student's ability to take professional art training; to recognize the part played in this training by taste and that played by facts, by practical application and by technique; to so arrange the program of training that the student will acquire facts and technique as he or she requires them in their taste development, and power to adopt or create, practically and with intelligence, in his own particular field.

Summer School Union University

The summer school in Union University was organized eight years ago and has been steadily growing in numbers, courses offered, importance, and general standing. Something more than two hundred were enrolled the first year, most of them elementary teachers with a few high school teachers and about fifteen college students. Last summer 806 were enrolled, more than six hundred of them taking college work, nearly two hundred high school teachers, about ninety of them principals.

For the past three years two sessions have been maintained, making a full college quarter. Last year the importance of the summer school was further emphasized and dignified by having a Commencement or Convocation at the close, at which time more than thirty received degrees. This year there are about thirty-five candidates for degrees in the summer commencement. Thus the summer term has become a well-organized and fully recognized quarter of the college year.

WHY THE GROWTH?

The answer to the above question is easy. First, there is a big demand for such a school and Union University is successfully meeting it. There are seven classes of students who are especially accommodated by our summer term.

First, teachers desiring to review for examination.

Second, teachers holding second grade certificates who must attend a summer school to renew them.

Third, high school students who want to make one or more units during the summer to finish high school, to advance them in their course, or to make up work in which they are deficient.

Fourth, teachers who are trying to finish their high school course and must do it by "piece meals" in summer sessions.

Fifth, high school teachers who realize the necessity of a college degree and yet feel unable to discontinue teaching to attend throughout the year.

Sixth, college students who desire to make up extra work through the summer, removing conditions or piecing out a fragment of a year.

Seventh, regular students who desire to complete their college course in three years by working summers, and thus be able to enter upon professional training, or their professional career one year sooner. This is equivalent to adding one year to their lives, since it puts them into their regular business career one year earlier, giving one year longer to work with all of its profits.

Our courses are planned to meet all of the demands suggested above.

ADDITIONAL REASONS FOR GROWTH

Our summer school has not been as widely advertised perhaps as many others, the summer school last year having had little advertising, except the large body of satisfied students of the previous year. These are our greatest boosters and our best advertisers. Our summer school is characterized by the following:

First, high quality of work, secured by a strong faculty of qualified teachers, all of whom are selected for their special fitness for the subjects they teach. In addition to our regular faculty we employ a number of the best public school men in the country, for the most part superintendents, who are especially qualified to teach public school branches and to give the teachers the instruction they need to enable them to succeed in the largest way.

Second, ample and first-class accommodations. We try to avoid crowding. Except in a few large rooms only two students are allowed to occupy a room in our boarding halls. When our rooms are filled, students must either take private board or not come at all, thus while our boarding accommodations are always oversubscribed, we still have no crowding. The City of Jackson has kindly extended us the use of the College Street school building, which gives ample room for all our large classes and for our demonstration school. This enables us to care for the classes without crowding. So that the only place where we have any crowding at all is in chapel, and students do not mind that, for everybody likes to be in a crowd on public occasions.

Third, good board. People like plenty to eat and are willing to pay a little extra for it, if it is necessary, in order to get it. Our tables in summer school have been especially commended by the students of the past and we are planning to give much better board this year than ever. In the first place we have a large new dining hall and kitchen. And in addition to that we will for the first time have our own dairy, poultry yard, and vegetable farm. We expect to make the tables fairly groan with the very best fresh vegetables that can be grown in this territory. Quantity will not be stinted.

Fourth, personnel of the student body. This has been our especial pride and source of greatest gratification for several years. We have appealed to the best and they have responded. We have discouraged all others and they have stayed away. This has made possible the very finest of spirit and fellowship, the very best class work and the greatest satisfaction all round, both to the school and to the patrons. And since the personnel has been rising a little each year, we have every reason to believe it will be stronger this year than ever.

There are a few reasons why we have this high personnel. First, because we have given courses and other advantages that appeal to that class of students.

Second, because people naturally go with their class, gravitate to their kind. The body of high-class students naturally attracts others of the same class.

Third, because we have always kept our rates above the lowest, knowing that those who want the best do not mind paying a small difference for it. While those who are merely looking for a good time, will by this small difference be diverted elsewhere.

Fourth, entertainment. A summer school has a little element of vacation. In order that the summer vacation spirit may be preserved and enjoyed we provide a week of the very finest entertainment, a seven-day Chautauqua, supplied by the Redpath Chautauqua Bureau. It gives three entertainments a day for the seven days, and our students are given free tickets to each performance. The program consists of four or five lecturers of national reputation, musical, and other entertainment companies of very high quality. This feature alone adds much to the pleasure and profit of our summer school, combining as it does the summer vacation with profitable summer employment.

CERTIFICATE PRIVILEGES

The State Department of Education recognizes our school on a par with the State Normals and Universities.

Renewals

One year certificates and second grade certificates may be renewed by attending our entire summer term, completing as many as three courses each session. One of the courses must be in Education. These courses may be credit courses in high school or college work. (except that the one year certificates may be renewed on college work only). It is profitable that the teachers should take up at least some new work each term and thus advance their education. It is really pitiful to see how many teachers have wasted eight, ten and more summer schools reviewing the same subjects all the time. They have little interest in the work, and get nothing new. Summer school with them is little more than a joke. Whereas they might have advanced their education very materially if they had taken new work all the time, and in addition they would have found their summers much more interesting as well as more profitable.

One Year Certificate

A limited, or one year State Certificate may be secured by graduates of approved high schools who attend our full Summer School, completing at least 12 quarter hours of college work, including three hours of Education.

First Grade Elementary Certificate

The Department of Education will issue a first grade elementary certificate to a student who has finished an accredited high school and done one full year of college work in Union University, which must include twelve hours of Education including one course in Demonstration and Practice Teaching.

A Four Year High School Certificate

A four year high school certificate, good to teach in high schools below first class, will be given to students who have finished two full years of college work including eighteen hours of Education, one course of which must include Observation and Practice Teaching.

First Class High School Certificate

A first-class high school certificate is given to our graduates by Tennessee and nearly all of the other states of the Union, provided they have had twenty-seven hours of Education. Some of the states require Observation and Practice Teaching.

Examinations

Examinations will be set at the close of our first six-weeks' term July 11 and 12. We will offer special review courses in all the elementary and high school work to prepare for these examinations.

COURSES OF STUDY

Elementary Teachers

Full review courses will be given in the following elementary subjects: Arithmetic, Grammar, Geography, United States History, Tennessee History, Physiology, and Hygiene, Padagogy, Plays and Games, Public School Music, and Primary Methods, which will cover lessons in Spelling, Reading, Writing, and Drawing and Construction Work. There will be Observation and Practice Teaching.

High School Courses

The following gives the group for the Teachers' Examinations in Tennessee. We will offer courses in all of these subjects, some preparatory for teachers' examinations, others for credit. Thee will be Observation and Practice classes in this department. We will offer some high school work the second term. Those who expect to have certificates renewed by attending the second term of school, should enter not later than the fourth week of the ten-weeks' session.

The following are the groups for high school examinations. We will offer courses preparing for examination in any of them:

Note: Methods and Management, Constitution of United States required in all of the groups.

English Group—Spelling, English Grammar and Composition, Rhetoric, American Literature, English Literature.

Mathematics Group—Spelling, English Grammar and Composition, Arithmetic, Algebra, Plane and Solid Geometry.

History Group—Spelling, English Grammar and Composition Ancient, Medieval and Modern History, American History.

Latin Group—Spelling, Grammar and Composition, Latin Grammar, Caesar, Cicero, Virgil.

The Science Group—Spelling, English Grammar, and Composition, Biology, Chemistry, Physics, Physical Geography, Physiology, Agriculture.

The Home Economics Group—Spelling, English Grammar and Composition, Cooking, Sewing, Household Management, and Physiology.

Modern Language Group—Spelling, English Grammar and Composition, Rhetoric, American History and Civics, French, or Spanish.

Composite Group—Spelling, English Grammar, and Composition, Rhetoric, American History and Civics, Arithmetic, Algebra, Biology.

College Courses

It is difficult to say just what classes we will offer in the college department, since it is our purpose to offer all the regular college subjects for which we may have sufficient demand, but it is too early now to forecast what the demand will be. However, classes in the following courses probably will be offered:

English—Some freshman, sophomore and perhaps junior subjects. There will also be a class in the teaching of English and English literature.

History—Courses will be offered in European, possibly American and English History, Political Science, and perhaps Economics.

Mathematics—Courses will be offered in Algebra, Trigonometry, and perhaps other mathematical branches.

Physics: Freshman Course will be given and more advanced courses if demanded.

Chemistry—Freshman, sophomore, and possibly junior courses will be offered.

Biology and Agriculture—A very wide range of subjects will be offered.

French, Spanish and German—There will be several classes in each. Beginners will be cared for and there will be many advanced classes.

Bible—There will be classes offered in both Old and New Testament. Some courses for the training of religious workers and Sunday school teachers.

Greek and Latin—Several classes in each, and one special class for the teaching of Latin will be offered.

Education—A very wide range will be offered, including Psychology, Pedagogy, History of Education, School Administration, Tests and Measurements, Surveys, and other subjects.

Sociology—Some three or four classes will be offered.

Such other classes will be offered as the demand justifies. It is rare that we can not satisfactorily classify a student. But if one wants unusual subjects he should write in advance for information. Catalogue giving detail description of the above courses will be sent upon request.

WHAT TO BRING WITH YOU

Students boarding in the halls will furnish their own bed linen, toliet articles, pillows. These will be brought with them from home. Some of our rooms are furnished with single beds, others with double beds, but in only a few, possibly six or eight rooms, are more than two students allowed in any one room. Many of our rooms are already engaged and reservations are coming in rapidly. A five dollar deposit is required in advance before a room is assigned. This will not be refunded, but it will be credited towards room-rent when the student comes. In writing for a room simply address the University or the President. All the rooms for the summer are one price and they are assigned in the order in which they are received. The first to write having first choice, the management assigning what it considers the best room available at the time the reservation is received.

RECREATION

First, a seven-day Chautauqua, twenty-one different programs,

Second, Tennis Courts and Gymnasium, together with some Coaching and Physical Training. Swimming classes at the Y. A favorite form of recreation is an early morning or late afternoon walk down to the park and famous artesian well.

CHAPEL HOUR

Our chapel is the heart of the institution. It has four main objects. First, social. The only time when the students are all together. Second, devotional, which part consists in the reading of Scriptures, prayer, comment. Third, inspirational. Many of the morning addresses are given with the intent of encouraging and inspiring the young people to more strenuous effort and to imbue them with an energy, idealism and "pep" that will carry them on to larger success. Fourth, business. It is at chapel that announcements are made, explanations as to work, and any business propositions to be put over by the students themselves. It is the

throbbing heart of the institution and every student should attend every meeting.

CHURCHES

Jackson has a wealth of churches and has nearly $800,000 invested in them. The students should bring their letters and identify themselves with the church of their choice.

RATES

Board, five dollars a week. No discount for fractions of a week.

Room rent, six dollars first session, five dollars second sesssion.

Tuition, sixteen dollars first session, fifteen dollars second session.

Swimming, $1.75 for six weeks.

LABORATORY FEES

Chemistry, four-hour course	$5.00
Chemistry, five-hour course	7.50
Physics, four-hour course	2.00
Biology, three-hour course	2.00
Domestic Science	5.00
Domestic Art	3.00
Millinery	1.00
Art and Designing	2.00

DEMONSTRATION SCHOOL

In keeping with other first-class training schools for teachers, we will maintain a demonstration and practice school of at least four teachers and perhaps eight grades, the purpose of which will be to give practical training to teachers. This school will be maintained in the College Street Grammar School building adjoining the campus and will be taught by first-class teachers of several years' experience.

ACCOMODATIONS

We will be able to offer much better accommodations this year than ever before.

First, there will be more room in the main building, because the Business College has moved out to larger quarters down town, and this will give us three more large rooms. The library has moved into the room formerly occupied by the Bookkeeping and Typewriting departments, which gives larger and better quarters for the library. The Museum, and the Biology department now occupy the old library room. There is a new office for teachers, which gives greater opportunity for consultations.

Second, the College Street Grammar School will again be at our disposal, which will accommodate all of our larger classes.

Third, we have a new dining hall which will accommodate

twice as many as the room occupied last year. It is also nicer and more pleasant.

Fourth, we will have rooms for nearly twice as many girls. Lovelace Hall will care for several more since the dining department has moved out and the space cut up into bed-rooms. The new Crook Hall will care for about sixty girls, and we will reserve, as usual, rooms for girls in Adams Hall if needed. There will also be room for a dozen more men in Adams Hall, since the rooms used there last year for the Home Economics department will be converted into bed-rooms.

Fifth, the new Gymnasium, with its two courts, one for men and one for women, will be at the service of students of the summer school for the first time this year. We will have the same privileges at the Y. M. C. A. building as on former occasions.

Sixth, the accommodations for the Home Economics department, described elsewhere.

HOME ECONOMICS

The Home Economics department is one of the livest departments in school. It is now housed in new quarters in Crook Hall, seven rooms being set aside for its accommodation, newly furnished, well equipped, and doing a very fine grade of work.

The Home Ec. Department will be continued the second term of summer school. Courses will be supplied to meet the needs of students remaining for this term.

For any information concerning the Home Economics course, write Miss Grace Powers, Union University, Box 148.

New Model Home

The Home Economics Department has under its direction a nice six-room cottage in which girls in Home Demonstration spend the term with their teachers in practical home work. They also have some opportunity for Practice Teaching so that our department now meets the requirements for training Smith-Hughes teachers.

Curriculum in Home Economics

MISS CHARLOTTE WATSON, *Dean*

MISS GRACE POWERS, *Domestic Arts*

MRS. J. O. McMILLAN, *Assistant*

Needlecraft, Art and Design, Methods of Teaching, Millinery, cookery (Breakfast Project,) Cookery (General), Costume and Design.

NEEDLECRAFT. A study of needlework, including plain hand sewing, mending, embroidery, weaving, crocheting, tatting and knitting. 3 hours credit. Miss Watson.

HOME EC. IIIa.—*Breakfast Project.* This course includes the planning of breakfast menus, selection, preparation and serving of a breakfast. Individual projects. 3 hrs. credit. Miss Watson.

HOME EC. III.—*General Cookery.* A study of fundamental principles of cookery, including the source, classification, foods and economic values, preparation and preservation of foods. 3 hours' credit. Miss Watson.

HOME EC. VIIa.—*Methods of Teaching Home Economics.* The organization of the course of study. Preparation of the lesson plan. Methods of teaching. 2 hrs. credit. Miss Watson.

HOME EC. II.—*Art and Design.* A study of the arrangement of lines, forms, balance and rhythm. Pencil sketching, Design in black and white, color. 2 hrs. credit. Miss Powers.

HOME EC. Ic.—*Millinery.* This course includes the designing of patterns for hats, the use of wire and buckram in making shapes, use of straw, velvets and laces, making of bows, flowers and other trimmings. 2 hrs. lecture. Miss Powers.

HOME EC. V.—*Costume Design.* The study of line and mass as applied to costuming. Selecting of colors for individual types. 3 hrs. credit. Miss Powers.

GREAT PLAN FOR TEACHERS

A chance for the teacher to secure diploma or degree without having to stop teaching.

Many teachers who were in our summer school last year have continued their work right on through the winter, and have worked out quite a number of hours of college or high school work. They will be back for the summer term. Students are allowed to take a maximum of nine hours in each summer session. or eighteen hours in the entire summer school. They can make about the same number by correspondence through the nine months school session. This makes thirty-six hours a year. Since forty-eight hours is a full year's work in residence, it will be seen that working in this way, one falls only twelve hours short of a full years work. Thus in four years, the student will do exactly the work of three years and at the end of the fifth year will lack only twelve hours of having finished a regular four-years' college course. Any bright student can easily add to the above estimate two or three hours a year in credits by correspondence, consequently he should be able to finish in five years (including six summers). This suggests a great possibility for ambitious young men and young women. The same line of thought may be presented in regard to finishing a high school course.

Our correspondence courses have passed the experimental stage, and with a very few exceptions, have proved to be highly profitable and successful to both teachers and students. Some few cor-

respondence students have made better records than some of the best in our residence classes. This work, as a rule, is not well adapted to young or immature students, and gives the best results where the students plan their courses while in attendance at Union, and follow them up by correspondence work later. The work can be assigned and graded much more satisfactorily when the students are well known to the teacher. For this reason, it is highly profitable for the students who takes corespondence work to take it from those with whom he has been associated in the class room. We hope to have more than one hundred taking this work next year. All such should, of course, attend the summer school. Many teachers have wasted more time in attending summer schools and institutes reviewing the same old studies year after year, than is required to finish a college course.

CLIMB HIGHER

Why keep on reviewing the elementary branches? Why not take high school work and climb up? In a few years you can have a good liberal education, and at no greater cost than if you had taken review work each year.

If you are a high school teacher, why be satisfied simply with a high school education? Do you know that high school teachers with college degrees are in tremendous demand now and at much higher wages than ever before? Do you know that no high school can get on the accredited list of the Southern Association of Schools and Colleges unless three-fourths of all the teachers of that school have degrees? And that the college of Tennessee recently voted to make the same requirements of Tennessee schools for admittance into Tennessee Colleges and Universities at an early date? This means a higher premium upon college trained teachers. It will mean eventually that you must get a college education, or get out. Now is the time to get ready for the better things. A few summer terms in Union University will greatly increase your salary. A degree from this institution will more than double it.

WHY WASTE YOUR SUMMERS?

Why not use your summers to advance your education and thus prepare for better things? Why not begin now? Lay out a definite course, then work on it each summer. Try it. You will be surprised at the progress you will make, and in how short time you will have worked out a college course.

Union University's summer school offers you these opportunities. You can renew your certificate here and get credit for high school or college work at the same time.

ASSISTANCE TO SCHOOLS IN GETTING TEACHERS

We can render valuable assistance to high school principals and school boards in securing members for their faculty. Since we will have two or three hundred teachers, and perhaps twenty-five or thirty high school principals and sixty or seventy-five high school teachers, we will have a large number to select from. Then, too, since we get the select or cream of the country, we offer a fine body of teachers from which to choose. We therefore, are usually able to render very efficient service to those who call upon us for teachers so long as this supply lasts.

SCIENCE

Provision will be made for those students desiring to specialize in science to take one or two subjects and spend almost the whole of each day in the laboratory, thus enabling them to do a very large quantity of laboratory work and get credit for it. Some do more than a half year's work in the chemistry laboratory.

SELF-BOARDING FOR GIRLS

The self-boarding plan that has been in operation for the past eight years has proved to be very popular, and will be in operation this summer. This plan is popular because the girls not only cut their boarding expenses down to about one-third, but get more satisfactory fare, and have a glorious good time while doing it. By this plan, students are able to save from $12.00 to $20.00 each term. Full information will be given those who ask for it.

SUMMARY OF ADVANTAGES OF GIRLS' CLUB

Club girls room in any part of the halls they desire, and have the same social and other advantages that regular boarding girls have.

Second, they make their expenses more or less than regular board, as they may desire.

Girls may have just the character of fare they want, prepared as they want it, and eat it when they please. Nobody to grumble at one.

Many reduce their expense of board to $2 or $3 a month. Some may run their cost above the cost of ordinary board. The average last year was $8 including what was furnished from home, light, water, and heat.

The girls study home economics and practice it at the same time. Since they work in small groups they practice it under the conditions of a small family.

Girls learn to plan household expenditures under the direction of an expert, and become accustomed to thinking of daily costs.

Girls have a fine fellowship working together. When asked

why they like the plan, nearly every girl we have asked in Union University, also in the College of Marshall, gave as their first answer: "Because it is so homelike."

It is not necessary for those who club to take Domestic Science or to room in the College, although it manifestly would be an advantage to do so.

Summer school girls need not fear the hot weather nor lack of time: They will use gas to cook with, have cool kitchen and dining room, and can arrange their time so as to cause no interference with their work or recreation.

Our new dining hall will accommodate only forty, so it will no doubt be over-subscribed. Those applying first will be assigned places, all after must be disappointed. Girls can save at least $20 during the summer term by boarding in the club.

STATE EDUCATION FOR CRIPPLES

The State of Tennessee will pay for tuition and books in our school for any in the state who are seriously handicapped physically. This means that any who are blind or seriously crippled in hands or feet, or otherwise physically handicapped, may come to our summer school, or regular session, and have their tuition, books, stationery, all college fees, and railroad fare from their homes to school, paid by the state. This is open to mature students of any age. Any student desiring to take advantage of this opportunity should write us for particulars.

COACHING

Classes will be offered in coaching, football, basketball, baseball, volleyball and other games. No extra charge.

PHYSICAL TRAINING AND SWIMMING

Mr. M. S. Wise, Physical Director of the Y. M. C. A., who has had professional training for this work in the University of Wisconsin, will offer courses in physical training for teachers. He will have swimming classes at the Y. M. C. A. for women. There will be no extra charge for the physical training classes. The swimming lessons, there will be charged the small fee of $1.75 for six weeks, twelve lessons, which will cover the cost of lessons and privileges of the pool. Students will furnish their own bathing suits.

Catalogue of Students

GRADUATES OF THE CLASS OF 1924

(Including those who received their degrees at close of Summer School, August, 1924)

A. B. Degree

Baldridge, P. B.
Browning. Mrs. E. M.
Bruce, Grace
Beadles, Mabel
Bryant, Robert
Brewer, Jack
Burgess, Ollie Mae
*Carter, Harry
Cox, Clara Rhea
Cox, Wayne, A.
*Cox, William A.
Dixon, A. R.
Ford, Mrs. Frances
Frost, Jack
Froman, Bell
Hager, H. D.
Hudson, Harry
*Harris, Pearl
*Hundley, Nell
Hunt, Florence
*Hargrove, C. L.
*Harton, Ross
Holland, J. J.
*Houck, Ruby
Jones, Harold
King, Mell
*Lanier, Mari Anna
*Langford, E. A.
Lax, Joe
*Lewis, Leasy
Love, Hunter
Meadows, Paul
*Mewborn, Mary K.
*Murchison, H. C.
Phillips, Madge
Polk, Vivian
Pool, Hope
*Pryor, E. B.
*Rather, Mary
Robinson, W. C.
Roland, H. I.
Sargent, S. S.
Short, J. E.
Skinner, Marie
Smith, Wiley
*Stark, Lucy
Throgmorton, Dan
Watters, Lillian
*Waldrop, F. J.
West, J. L.
Young, Troy

B. S. Degree

Aycock, John
*Allen, D. W.
Barron, M. D.
*Beard, Lewis
Bondurant, Eddie
*Chilcoat, Trudye
Dorris, Earl
*Ferguson, W. S.
Haley, Mrs. J. R.
Hanner, W. S.
Harris, Lavern
Laws, Mrs. C. B.
Phillips, Evelyn
*Williams, Onie
Wilson, Lloyd

ENROLLMENT THE YEAR CLOSING MAY 27, 1925

SENIORS

†Aycock, John R., Millington, Tenn.
*Akin, Berta, Jonesville, Texas
†Browning, Mrs. E. M., Halls, Tenn.
†Bondurant, Eddie, Sharon. Tenn.
†Barron, M. D., Dyer, Tenn.
†Bruce, Grace, Sharon, Tenn.
†Baldridge, P. B., Jackson, Tenn.
†Bennett, Mrs. R. K., Humboldt, Tenn.
**Barnes, Mrs. Ruth, Jackson, Tenn.
*Baxter, C. W., Jackson, Tenn.
*Belew, Carl, Bradford, Tenn.
Baine, Helen, Bolivar, Tenn.
*Briggance, E. B., Henderson, Tenn.
**Cole, Tennie B., Minor Hill, Tenn.
**Carter, Hal., Maury City, Tenn.
**Curlin, Nina, Brownsville, Tenn.
**Coleman, Clyde N., McKenzie, Tenn.
Coleman, George E., Jackson, Tenn.
Cortner, John L.

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* These graduating as honor students—*Cum Laude.*

Davis, Kyle, Jackson, Tenn.
Duvall, C. M., McKinney, Texas.
Dunn, Mabel, LaCenter, Kentucky
Exum, Martin, Jackson, Tenn.
**Eckstein, Ellis, Trenton, Tenn.
*Fitzgerald, R. W., Jackson, Tenn.
Ferguson, W. S., Dyersburg, Tenn.
Farmer, C. E., Como, Miss.
*Franks, C. H., Jackson, Tenn.
Fletcher, Lellie, Jackson, Tenn.
**Gilbert, Claire, Paris, Tenn.
†Haley, Mrs. G. R., Cape Girardeau, Mo.
Hammons, Bess, Selmer, Tenn.
†Houck, Ruby, Booneville, Miss.
†Holland, J. J., Camden, Tenn.
†Hanner, W. S., Jr., Conway, Ark.
Haste, W. H., Laneview, Tenn.
†Hundley, Nelle, Mercer, Tenn.
†Hargrove, Connie, Mayfield, Tenn.
†Harton, Ross, Malesus, Tenn.
Huey, Horace, Martin, Tenn.
*Huey, Grant S., Jackson, Tenn.
†Hodge, James L., McKenzie, Tenn.
Hodges, William H., Martin, Tenn.
Huey, Mrs. Grant S., Jackson, Tenn.
Hardeman, Mary Nell, Henderson, Tenn.
*James, Justice M., Murray, Ky.
†James, Mrs. Justice M., Murray, Ky.
†King, Mell., Jackson, Tenn.
Keele, Lacy, Nashville, Tenn.
Kirkman, Bruce E., Union City, Tenn.
*Kinsey, Vern, Trenton, Tenn.
*Kincaid, F. T., Jackson, Tenn.
†Laws, Mrs. Jessie B., Collierville, Tenn.
*Leopard, R. L., Jackson, Tenn.
McMillon, J. O., Jr., Jackson, Tenn.
**Manker, R. W., Sedalia, Mo.
**McLean, Thurman, Alamo, Tenn.
McCorkle, Grady, Obion, Tenn.
*Mathis, Jennie Mai, Jackson, Tenn.
McMinn, Gladys, Trenton, Tenn.
Morrison, Kathleen, Jackson, Tenn.
McCormick, Harry Davis, Utica, Ky.
Maness, Lorena, Henderson, Tenn.
**Newsome, Mrs. R. Z., Rusk, Tex.
†Pryor, E. B., Mayfield, Ky.
†Phillips, Madge, Houlka, Miss.
†Poole, Hope, Lindale, Texas.
**Pennington, W. A., Halls, Tenn.
Parker, Joe H., Jackson, Tenn.
†Rather, Mary, Jackson, Tenn.
†Roland, H. I., Pocahontas, Tenn.
Robinson, W. G., Milan, Tenn.
Rudd, Russell, Fulton, Ky.
**Ricketts, Frank L., Jackson, Tenn.
†Robinson, W. C., uitman, Texas
†Reed, Russell A., Jackson, Tenn.
Rose, Vergil A., Jackson, Tenn.
†Short, J. E., Blytheville, Ark.
†Skinner, Marie, Martin, Tenn.
**Spann, Liza, Murray, Ky.
*Skiles, Fern, Trenton, Tenn.
†Smith, W. F., West, Tenn.
*Smith, Willie Sue, Parsons, Tenn.
**Speight, Neva T., LaCenter, Ky.
Stanfield, Catherine, Jackson, Tenn.
Tate, R. A., Water Valley, Miss.
Thomason, Lyle, West Point, Tenn.
†Wilson, Lloyd, Denmark, Tenn.
†Watters, Lillian, Jackson, Tenn.
**Watters, Evelyn, Jackson, Tenn.
†West, J. L., Ridgely, Tenn.
*Walker, W. E., Santa Fe, Tenn.
*Warren, Leona, Jackson, Tenn.
†Young, Troy, Guntown, Miss

JUNIORS 1924-25

Avent, May Ella, Malesus, Tenn.
Alexander, Wray, McKenzie, Tenn.
Andrews, Bernice, Spring Creek, Tenn.
Armour, Florence, Somerville, Tenn.
Andrews, Albert, Spring Creek, Tenn.
Adams, Roy, Mayfield, Ky.
Barron, Coy, Trenton, Tenn.
Bennett, Basil, Trenton, Tenn.
Billington, Bennetta, Wickliffe, Ky.
Booth, Florence, Maury City, Tenn.
Boulton, J. D., Jackson, Tenn.
Benge, Louise, Humboldt, Tenn.
Boyd, Mrs. S. H., Big Sandy, Tenn.
Carter, Miriam, Jackson, Tenn.
Clark, Joel H., Greenfield, Tenn.
Chester, James, Jackson, Tenn.
Cochran, Hettie Mai, Baldwyn, Miss.
Dodds, John Hays, Trenton, Tenn.
Dyer, Rosa, Ridgely, Tenn.
Dodds, Charles, Savannah, Tenn.
Deaton, Willie, Bethel Springs, Tenn.
Dodd, Dorothy, Shreveport, La.
Dodds, Griff, Savannah, Tenn.

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† Finished in summer of 1924.
* Finished in May, 1925.
** Finished in May, 1925, with honors *(Cum Laude)*

Edenton, Mabel, Jackson, Tenn.
Essary, Ernest, Lexington, Tenn.
Ellis, Mrs. Vera, Pinson, Tenn.
Everett, Maleita, Jackson, Tenn.
Evans, Grady, Liberty, Tenn.
Etheridge, Bernis, Jackson, Tenn.
Farris, Jennie, Whiteville, Tenn.
Ferrel, Earl M., Liberty, Miss.
Farmer, Tom, Martin, Tenn.
Fulghum, Dorothy, Jackson, Tenn.
Fisher, Carolyn, Keachie, La.
Greer, Henry, Oakfield, Tenn.
Harris, Mary, Jackson, Tenn.
Hudson, Mrs. M. L., Middleton, Tenn.
Hall, Mrs. Guy C., Jackson, Tenn.
Hicks, Hazel, Jackson, Tenn.
Hicks, Bob, Union City, Tenn.
Hays, Eva, Parsons, Tenn.
Howse, William, Jackson, Tenn.
Holland, Mary, Greenfield, Tenn.
Harrison, J. A., Laneview, Tenn.
Holly, Herbert, Friendship, Tenn.
Jennings, Hershel, Halls, Tenn.
Jones, Glenn, Blue Mountain, Miss.
Lake, Irene, Jackson, Tenn.
Lowe, Cora Lynn, Eagleville, Tenn.
McLeary, Ila, Humboldt, Tenn.
Mathis, Lloyd, Humboldt, Tenn.
Muse, Ruby, Wheeler, Miss.
Meeks, Chaille, Jackson, Tenn.
Newton, Loraine, Medon, Tenn.
Pickler, Connie M., Braggodocio, Mo.
Pickler, Mrs. Connie M., Braggodocio, Mo.
Park, I. W., Middleton, Tenn.
Privett, Freeman, Crockett Mills, Tenn.
Prather, Hubert, Selmer, Tenn.
Roberts. J. W., Henderson, Tenn.
Routon, Evelyn, Beaumont, Texas.
Reams, Edna Ella, Henderson, Tenn.
Rogers, Lucile, Amory, Miss.
Routon, Catherine, Paris, Tenn.
Roy, Lyda, Abbeville, Miss.
Ramsey, Preston, Dyer, Tenn.
Siler, Lucie Mai, Jackson, Tenn.
Summitt, J. E., Henderson, Tenn.
Stone, Mary Lee, Union City, Tenn.
Self, Harold, Jackson, Tenn.
Stewart, Roy, Horshell, Texas
Tucker, Mrs. Lucile Collie, Pinson, Tenn.
Taylor, Mrs. J. R., Kenton, Tenn.
Thompson. Cecil H., Dyer, Tenn.
Thomas, Mrs. G. C., Greenfield, Tenn.
Whitson, M. E., Trimble, Tenn.
Weaver, Julia, VanLeer Tenn.
Wyman, Evelyn, Blandville, Ky.
Watters, Everett, Jackson, Tenn.
Wright, Givens, Nashville, Tenn.

SOPHOMORES 1924-25

Atwood, H. L., Zeigler, Ill.
Archer, Ruth, Jackson, Tenn.
Alexander, Ara, McKenzie, Tenn.
Aydelott, Zed, Greenfield, Tenn.
Bennett, R. K., Jackson, Tenn.
Burnett, Ione, Troy, Tenn.
Burnett, Leon, Alamo, Tenn.
Boone, Gladys, Fulton, Ky.
Branch, J. H., Maury City, Tenn.
Benge, Wilsie, Humboldt, Tenn.
Burgess, D. B., Maury City, Tenn.
Bramley, Norine, McLemoresville, Tenn.
Bolin, Robert L., Clinton, Ky.
Cole, Ira C., Jackson, Tenn.
Carter, Louise, Bolivar, Tenn.
Coleman, Dorris, Henderson, Tenn.
Carlson, Clifford, Jackson, Tenn.
Cloar, Gay, Union City, Tenn.
Crenshaw, Clara, Dyer, Tenn.
Chambers, W. H., Troy, Tenn.
Dearing, J. O., Jackson, Tenn.
Darnell, W. L., Yuma, Tenn.
Dodds, Mabel, Savannah, Tenn.
Dowty, Sam T., Nashville, Ark.
Dodds, Lucille, Savannah, Tenn.
Davis, Morgan, Mercer, Tenn.
Exum, Mrs. Martin, Jackson, Tenn.
Francis, Ke, Guntown, Miss.
Fite, Pauline, Liberty, Tenn.
Gordon, Ira Machlyn, Jackson, Tenn.
Gurley, Edward, Dyersburg, Tenn.
Hartman, Eddie Mai, Curve, Tenn.
Houck, Jennie Ellen, Booneville, Miss.
Hanna, Bruce, Hornsby, Tenn.
Hinkle, Donald, Jackson, Tenn.
Harris, Jack, Jackson, Tenn.
Hooker, Alban, Memphis, Tenn.
Humphreys, Gwendolyn, Humboldt, Tenn.
Hill, William R., Jackson, Tenn.
Hart, J. A., Halls, Tenn.
Heaslet, Voleria, Clinton, Ky.
Harman, Lucile, Milan, Tenn.
Herbert, Agnes, Jackson, Tenn.
Hunt, Gladys, Jackson, Tenn.
Johnson, Willie Margaret, Bolivar, Tenn.
Jenkins, John T., Cumberland City, Tenn.

Juinger, Raymond, Rockport, Ind.
Johnson, W. C., Camden, Tenn.
Irish, Rachel A., Sumner, Ill.
Keeler, Mrs. Beatrice, Maxon Mill, Ky.
Key, Mary, Medina, Tenn.
Kane, Edward, Wickliffe, Ky.
Kendall, Lora, Ridgely, Tenn.
Love, Pearl, Dyer, Ten.
Laws, C. B., Jackson, Tenn.
Moorefield, John H., Jackson, Tenn.
Meadows, Mrs. Ruth, Trenton, Tenn.
Murdock, Beartha, Rutherford, Tenn.
Magruder, Robert, Clinton, Ky.
Malone, Clifton, Jackson, Tenn.
Milligan, Corinne, Trenton, Tenn.
Miller, Talmadge, Ridgely, Tenn.
Moore, John F., Halls, Tenn.
McPeake, Troy, Lexington, Tenn.
Moore, Russell, Halls, Tenn.
Mooneyham, Alfred, Clio, Ala.
Mercer, Bonnie, Ripley, Miss.
Nicholson, Oneida, Whiteville, Tenn.
Norvell, Joe, Trenton, Tenn.
Nevil, W. C., Bradford, Tenn.
Paterson, Russell, Trenton, Tenn.
Poston, Gwendolyn, Trenton, Tenn.
Porter, Edna Lou, Holdenville, Okla.
Poole, LeRoy H., Humboldt, Tenn.
Penick, K., Jackson, Tenn.
Pratt, Millard, Trezevant, Tenn.
Payne, George, Bardwell, Ky.
Pybass, Miss Chester, Trenton, Tenn.
Parrott, E. M., Cardova, Tenn.
Peck, Edith, Little Rock, Ark.
Roy, Eunice, Abbeville, Miss.
Rachel, Morris, Idabel, Okla.
Ray, Bessie, Newbern, Tenn.
Ray, Bertha, Chalybeate, Miss.
Ray, Reggie, Newbern, Tenn.
Raucher, Arthur, Memphis, Tenn.
Robinson, Harris, Jackson, Tenn.
Roote, Thomas, Jackson, Tenn.
Ray, Florence, Chalybeate. Miss.
Ross, Addie B., Kenton, Tenn.
Rose, Mrs. Vergil A., Jackson, Tenn.
Robinson, Homer, Limestone, Ark.
Smith, Ambrose, Bolivar, Tenn.
Stanford, Bess, Wheeler, Miss.
Shelby. Myrle, Jackson, Tenn.
Stokes, Mrs. F. L., Guntown, Miss.
Stokes, F. S., Union City, Tenn
Shook, H. L., Henderson, Tenn.
Siler, Thomas, Silerton, Tenn.
Sappington, Virginia, Trenton, Tenn.
Sloan, Paul, Bossier City, La.
Scott, L. E., Little Rock, Ark.
Sloan, Emma, Humboldt, Tenn.
Teague, Oda, Ramer, Tenn.
Thomas, Evelyn, Jackson, Tenn.
Thomas, A. S., Humboldt, Tenn.
Tomerlin, Vernon, Mercer, Tenn.
Thomas, Boyte, Jackson, Tenn.
Turner, John W., Pulaski, Tenn.
Tyree, Virginia, Trenton, Tenn.
Westmoreland, Bob., Jackson, Tenn.
Wyatt, John D., Jr., Savannah, Tenn.
Williams, Curtis, Kenton, Tenn.
Willingham, Cotys, Ridgely, Tenn.
West, Cordelia, Kenton, Tenn.
Williams, Harvey, Eagleville, Tenn.
Weeks, F. A., Memphis, Tenn.
Yelverton, Lessie, Jackson, Tenn.
Young, Carl, Nashville, Tenn.
Young, Mary, Waynesboro, Tenn.
Yeaman, Bobbie, Carthage, Tenn.

FRESHMEN

Andrews, Gladys, Spring Creek, Tenn.
Andrews, Frances, Jackson, Tenn.
Anderson, Pauline, Henderson, Tenn.
Anderson, Mildred, Henderson, Tenn.
Agnew, Minnie Marie, Rutherford, Tenn.
Allen, Harold, Jackson, Tenn.
Appleton, Homer, Tipplersville, Miss.
Adair, Ruth, Decaturville, Tenn.
Adair, Iris, Decaturville, Tenn.
Arnett, Elizabeth, Bolivar, Tenn.
Arnett, Mary Nell, Newbern, Tenn.
Beard, Mary, Sharon, Tenn.
Bailey, Elizabeth, Mercer, Tenn.
Bolen, H. J., Wildersville, Tenn.
Burns, Martha, Gibson, Tenn.
Bailey, Rachel, Mercer, Tenn.
Brandon, Georgie, Ridgely, Tenn.
Brady, Mary, Henderson, Tenn.
Brigance, Mrs. E. D., Henderson, Tenn.
Brasher, Jettie, Jackson, Tenn.
Brown, Mary, Henderson, Tenn.
Baker, Irene, Newbern, Tenn.
Barnwell, Mrs. R. H., Denmark, Tenn.
Black, R. E., Henderson, Tenn.
Burnett, Tom, Ridgely, Tenn.
Bowman, Mrs. Edna, Beech Bluff, Tenn.
Bain, Willie, Henderson, Tenn.

Barton, Mary Frances, Henderson, Tenn.
Bartholomew, G., Parsons, Tenn.
Barton, H. W., Greenfield, Tenn.
Baldridge, Duke, Jackson, Tenn.
Booth, Lela Mai, Jones, Tenn.
Bobbit, W. L., Lexington, Tenn.
Bright, Mamie, Chalybeate, Miss.
Bolin, Glen, Clinton, Ky.
Barfield, John, Jackson, Tenn.
Brinkman, Bernardine, Jackson, Tenn.
Bell, Freed, Rutherford, Tenn.
Bradford, Jewell, Kenton, Tenn.
Bradford, Margarett, Mercer, Tenn.
Bailey, Cleo, Halls, Tenn.
Blount, Eva, Decaturville, Tenn.
Barnes, Earl, Holtland, Tenn.
Bratten, T. H., Liberty, Tenn.
Burnett, Claud, Ridgely, Tenn.
Bryant, Evelyn, Milan, Tenn.
Bremer, Elizabeth, Bolivar, Tenn.
Brower, Edward, Lexington, Tenn.
Buck, Charlie Rebecca, Mobile, Ala.
Blackert, Louise, Jackson, Tenn.
Butler, Mrs. Chas., Lexington, Tenn.
Cox, Nell, Bolivar, Tenn.
Caldwell, Ben Ed, Milan, Tenn.
Carter, Mary Brown, McLemoresville, Tenn.
Coble, Lillian, Jackson, Tenn.
Cochran, Ora, Trezevant, Tenn.
Cole, Gertrude, Jackson, Tenn.
Cowan, Bernard H., Rutherford, Tenn.
Cooper, Virginia, Jackson, Tenn.
Carter, Lucile, Trezevant, Tenn.
Cunningham, Leda, Union City, Tenn.
Crawford, Lucile, Puryear, Tenn.
Cloar, Trilla, Dyer, Tenn.
Canada, Pauline, Dyer, Tenn.
Cherry, Lucile, Linden, Tenn.
Callis, Katie Lou, Trenton, Tenn.
Crockett, W. L., Henderson, Tenn.
Clark, Maudia Thompson, Maury City, Tenn.
Curlin, Princess, Brownsville, Tenn.
Curlin, Martha, Brownsville, Tenn.
Chrisholm, Irving, Iuka, Miss.
Cox, Mrs. D. L., Medina, Tenn.
Coleman, Mattie, Henderson, Tenn.
Cowan, Gladys, Rutherford, Tenn.
Carter, Roy J., Maury City, Tenn.
Carter, Ethleen, Maury City, Tenn.
Clay, Lucile, Newbern, Tenn.
Crump, Athey, Memphis, Tenn.
Chambers, John, Bemis, Tenn.
Cole, William R., Medina, Tenn.
Chambers, White, Bemis, Tenn.
Chamberlin, Grace, Jackson, Tenn.
Conner, J. T., Jackson, Tenn.
Collins, Ben, Lewisburg, Tenn.
Cole, Tyson, Minor Hill, Tenn.
Caldwell, A. C., Union City, Tenn.
Caldwell, Mary, Milan, Tenn.
Carper, Grady, Parisburg, Va.
Cannon, Hubert, Jackson, Tenn.
Carter, Bernice, Maury City, Tenn.
Caldwell, Catherine, Baldwyn, Miss.
Curry, Willie Watt, Hohenwald, Tenn.
Cox, William, Jackson, Tenn.
Caldwell, J. B., Pontotoc, Miss.
Carter, Minell, Jackson, Tenn.
Crider, Roy, Milan, Tenn.
Dawes, Eunice, Jackson, Tenn.
Drinkard, Gladys, Trenton, Tenn.
Doyle, Esther, Bolivar, Tenn.
Davidson, Mrs. Annie, Henderson. Tenn.
Durrett, Elizabeth, Bolivar, Tenn.
Deloach, Emma K., Jackson, Tenn.
Duke, Ola, Jackson, Tenn.
Davy, Lora, Pinson, Tenn.
Dyer, Mrs. O. B., Oakfield, Tenn.
Darden, Brady, Jackson, Tenn.
Dickson, Reba, Rutherford, Tenn.
Doty, Mildred, Springville, Tenn.
Dozier, Eura, Trimble, Tenn.
Deere, Willie, Lexington, Tenn.
Davis, Lucille, Jackson, Tenn.
Drumwright, Goldyne, Henning, Tenn.
Dawes, Mary Louise, Jackson, Tenn.
Dunlap, K. L., Humboldt, Tenn.
Duffey, Alice, Bells, Tenn.
Ellis, Euna B., Newbern, Tenn.
Earnheart, Alfred, Maury City, Tenn.
Ewell, Allie, Jackson, Tenn.
Eason, Jimmie, Jackson, Tenn.
Ewell, Corinne, Jackson, Tenn.
Ekrut, Robert, Irving, Texas
Exum, Sarah, Humboldt, Tenn.
Frazier, Walton, Trenton, Tenn.
Fowler, Lucile, Jackson, Tenn.
Farris, Elaine, Jackson, Tenn.
Farmer, Alice, Jackson, Tenn.
Finley, Pearl, Lexington, Tenn.
Fleming, Elizabeth, Henderson, Tenn.
Foust, Charline, Milan, Tenn.
Futrell, Lillie B., Hickory Valley, Tenn.

Ford, Jake B., Rutherford, Tenn.
Fletcher, Hollis, Dyer, Tenn.
Forrest, Arletts, Brownsville, Tenn.
Finger, Mildred, Adamsville, Tenn.
Fulghum, Ruby, Bethel Springs, Tenn.
Faucette, Cadric, Henderson, Tenn.
Faucette, Celden, Henderson, Tenn.
Ferguson, Eugenia, Carroll, Tenn.
Featherston, Vivian, Newbern, Tenn.
Fullerton, Edward, Jackson, Tenn.
Fulghum, Alma, Bethel Springs, Tenn.
Fullerton, Rosaline, Jackson, Tenn.
Follis, Mary, Trenton, Tenn.
Freeman, Louise, Savannah, Tenn.
Flynn, L., Bemis, Tenn.
Farmer, Bessie, Jackson, Tenn.
Foster, Lowell, Caruthersville, Mo.
Goth, Cora, Pinson, Tenn.
Gordon, Pamelia, Princeton, Ky.
Gwaltney, Ernest, Dyersburg, Tenn.
Galloway, Eloise, Bolivar, Tenn.
Gandy, Ruby, Ripley, Tenn.
Gandy, Janie Bob, Ripley, Tenn.
Goodrich, Frances, Jackson, Tenn.
Goodrich, Mrs. F. W., Medina, Tenn.
Gowan, Lois, Jackson, Tenn.
Gilspie, Estelle, Selmer, Tenn.
Gilbert, Willie Mai, Jackson, Tenn.
Graves, F. M., Walnut, Miss.
Gregory, Grace, Jackson, Tenn.
Gillispie, Alberta, Selmer, Tenn.
Gregory, Louise, Henning, Tenn.
Gilbert, J. C., Jackson, Tenn.
Glover, Ola, Ridgely, Tenn.
Graves, E. A., Walnut, Miss.
Gibson, Mildred, Paris, Tenn.
Grimes, Irene, Jackson, Tenn.
Glover, Dale, Troy, Tenn.
Greene, Clara, Union City, Tenn.
Gullette, Ernest, Trimble, Tenn.
Halton, Lela, Henderson, Tenn.
Hester, Ruby, Paducah, Ky.
Hartsfield, Nell, Trenton, Tenn.
Harris, Jamie, Trenton, Tenn.
Hicks, Anna Sue, Jackson, Tenn.
Harrington, Mai, Newbern, Tenn.
Harper, Ernest, Enola, Ark.
Horner, Carmine, Dyer, Tenn.
Hendrix, C. L., Bethel Springs, Tenn.
Hemlett, E. Maurice, Rossville, Tenn.
Holcomb, B. W., Selmer, Tenn.
Hunt, Fanchion, Fruitland, Tenn.
Hurley, E. O., Oakfield, Tenn.
Hopkins, L. C., Walnut, Miss
Howard, M B., Paducah, Ky
Howell, Z. W., Lexington, Tenn.
Hall, John L., Jackson, Tenn.
Hall, Mary, Trimble, Tenn
Hodges, W. G., Martin, Tenn.
Haack, Louis, Jackson, Tenn
Hall, John, Jackson, Tenn.
Hearn, Margaret, Jackson, Tenn.
Hardin, Ruth, Michie, Tenn.
Howse, Charles, Jackson, Tenn.
Howard, Robert, Paris, Tenn.
Hembree, W. A., Laurel, Miss.
Hudson, Sunshine, Malesus, Tenn.
Hart, Grace, Ridgely, Tenn.
Hicks, Robert, Jackson, Tenn.
Herron, Hubert, Bemis, Tenn.
Horn, Custer, Limestone, Ark.
Hunt, Marjorie, Jackson, Tenn.
Ivey, Elizabeth, Jackson, Tenn.
Jarrett, Ben, Westport, Tenn.
James, Clayton, Trenton, Tenn.
James, Mattie, Humboldt, Tenn.
Johnson, Mrs. Irma, Pinson, Tenn.
Jones, Mary, Friendship, Tenn.
Jones, Mary, Jackson, Tenn.
Jones, Ada, Pinson, Tenn.
Jones, Ruth, Pinson, Tenn.
Jones. W. B., Maury City, Tenn.
Jones, Robert, Humboldt, Tenn.
Jones, Bessie, Jackson, Tenn.
Jones, J. F., Jackson, Tenn.
Jones, John H., Mayfield, Ky.
Jennings, Laura Bell, Watertown, Tenn.
Johnson, Ollie, Yuma, Tenn.
Jones, Ryan, Wickliffe, Ky.
Johnson, Irene, Malesus, Tenn.
Johnson, Jacob, Walnut, Miss.
Johnson, Wilma, Huntingdon, Tenn.
Jamerson, O. J., Collierville, Tenn.
Johnson, Velma, Newbern, Tenn.
Jones, J. Kuhron, Alamo, Tenn.
Jones, Ada, Jackson, Tenn.
Johnson, Elizabeth, Dyersburg, Tenn.
Johnson, Martha, Trenton, Tenn.
Ingram, Ruth, Jackson, Tenn.
Irwin, Theodosia, Dunlap, Tenn.
Keaton, Pauline, Milan, Tenn.
Keeler, Dorothy, Maxon Mill, Ky.
Knight, C. L., Jackson, Tenn.
Kirkman, Dorris, Union City, Tenn.
Kerr, Velma, Newbern, Tenn.
Kee, Louise, Bentonville, Ark.
Koonce, Corinne, Memphis, Tenn.
Lambert, Clara, Bethel Springs, Tenn.
Lewis, Gladys, Trenton, Tenn.
Lucky, Ethel, Humboldt, Tenn.

Lewis, Virginia, Henning, Tenn.
Lovelace, Annie Mai, Malesus, Tenn.
Lipford, Eulin, Humboldt, Tenn.
Lanier, Roy, Brownsville, Tenn.
Long, Zelma, Parsons, Tenn.
Law, Irene, Bemis, Tenn.
Lucky, Sue, Medina, Tenn.
Moon, Lester, DeWitt, Ark.
McDonald, Inez, Bradford, Tenn.
Mays, Viola, Pinson, Tenn.
Moore, B. M., Selmer, Tenn.
Moore, Lallie Mai, Pinson, Tenn.
Mitchell, Dorothy, Ripley, Miss.
Morris, Charley, Kenton, Tenn.
McGill, Mrs. Dixie, Humboldt, Tenn.
Mallet, Louise, Trenton, Tenn.
Montgomery, Evelyn, Kenton, Tenn.
Morrison, R. E., Jackson, Tenn.
Morrison, Mrs. R. E., Jackson. Tenn.
Marshall, Alice Roberta, Blytheville, Ark.
McPeake, Georgia, Lexington, Tenn.
Morris, Opal, Trezevant, Tenn.
McKinnon, Sadie, Dyer, Tenn.
McKelvy, Nina, Maury City. Tenn.
Maudlin, J. W., Chalybeate, Miss.
Martin, Mrs. Laura, Chewalla, Tenn.
McMorris, James, Clinton, Ky.
Malone, David, Jackson, Tenn.
Morris, Robert, Gibson, Tenn.
Meals, Alma Jo, Gibson, Tenn.
Morgan, Maurine, Jackson, Tenn.
Morelock, Constance, Jackson, Tenn.
McHughes, Grace, Malesus, Tenn.
McKinney, Mai Henry, McLemoresville, Tenn.
McIlwain, Mary D., Trenton, Tenn.
McCutchen, Arline, Medina, Tenn.
Mahon, George, New Orleans, La.
Martin, Brady, Bath Springs, Tenn.
McCullough, Louise, Kenton, Tenn.
Manning, Ruby, Alamo, Tenn.
McKnight, Marvin, Malesus, Tenn.
Mulherin, Nyta, Mercer, Tenn.
Nanney, Leona, Medon, Tenn.
Nelson, Mary, Humboldt, Tenn.
Nichols, Randall, Union City, Tenn.
Norville, Allie, Alamo, Tenn.
Newman, W. T., Little Rock, Ark.
Oliver, Lacy, Rutherford, Tenn.
Page, Vernelle, Trenton, Tenn.
Priddy, Opal, Whiteville, Tenn.
Provow, Mrs. Elsie, Union City, Tenn.
Porter, Martha, Rutherford, Tenn.
Pierce, Glenn, Dyersburg, Tenn.
Perry, Aurella, Greenfield, Tenn.
Peddy, Mai, Henderson, Tenn.
Pegues, Caroline, Jackson, Tenn.
Pafford, Hazel, Camden, Tenn.
Peters, Ethleen, Pinson, Tenn.
Porter, Nat, Paris, Tenn.
Powell, Ina, Chalybeate, Miss.
Presnell, Ann, Smithland, Ky.
Pugh, Sydney A., Halls, Tenn.
Parmenter, Lester, Halls, Tenn.
Parker, Virginia Lee, Lexington, Tenn.
Pogue, Gordon, Beans Creek, Tenn
Perry, Nell, Jackson, Tenn.
Preston, Azelea, Nashville, Tenn.
Pennington, Sara, Mercer, Tenn.
Ray, Sadie, Paris, Tenn.
Riley, Sylvia, Ridgely, Tenn.
Reeves, Carrie Lou, Gadsden, Tenn.
Robbs, Olivia, Jackson, Tenn.
Roberts, Gertrude, Lexington, Tenn.
Rice, Elizabeth, Jackson, Tenn.
Reeves, Dale, Troy, Tenn.
Robbs, Hilda, Jackson, Tenn.
Robinson, Auguslia, Atwood, Tenn.
Rutledge, William, Jackson, Tenn.
Robinson, Lessie Mai, Dyersburg, Tenn.
Reeves, Cozie Dee, Fruitland, Tenn.
Rogers, Katherine, Jackson, Tenn.
Reed, Ara, Pocahontas, Tenn.
Ray, Frank J., Newbern, Tenn.
Rozzell, Mary, Gibson, Tenn.
Reynolds, Cora Bell, Savannah, Tenn.
Reed, Aubrey, Dyer, Tenn.
Sasser, Allie, Middleton, Tenn.
Scott, Virginia, McConnell, Tenn.
Sullivan, Martha, Newbern, Tenn.
Summitt, Mrs. J. E., Henderson, Tenn.
Shearin, Louise, Bolivar, Tenn.
Smith, Osie, Henderson, Tenn.
Smith, Georgia, Huntingdon, Tenn.
Siler, Birdie, Jackson, Tenn.
Simpson, Mary, Beech Bluff, Tenn.
Smith, John, Ridgely, Tenn.
Smith, Hattie, Bolivar, Tenn.
Smith, Maggie, Ridgely, Tenn.
Snow, Clarisa, Troy, Tenn.
Spraggins, Wendell, Jackson, Tenn.
Silverstein, Emil, Jackson, Tenn.
Spence, Ruth, Parson, Tenn.
Spraggins, Lamar, Jackson, Tenn.
Sublett, Almer, Eaton, Tenn.
Smith, Ned, Medon, Tenn.
Senter, Jacqueline, Fulton, Miss.
Sandling, Brownie, Jackson, Tenn.
Smith, Boyce, Tiptonville, Miss.

Shaw, Ruth, Ridgely, Tenn.
Smith, Mrs. W. F., Jackson, Tenn.
Shepard, Walter E, Benton, Miss.
Scott, Haley, Jackson, Tenn
Stewart, Gladys, Fruitvale, Tenn.
Taylor, Rubye, Jackson, Tenn.
Tillman, Mrs. W. P., Middleton, Tenn.
Tritt, Thelma, Maury City, Tenn.
Thompson, Corinne, Hollow Rock, Tenn.
Thompson, Deward, Jackson, Tenn.
Terry, Alma May, Medina, Tenn.
Thomas, Ida Maye, Hickman, Ky.
Townsend, Beatrice, Jackson, Tenn.
Utley, Celia. Spring Creek, Tenn.
Upchurch, Katherine, Buchanan, Tenn.
Vincent, Gladys, Dyer, Tenn.
Wall, Irene, Yuma, Tenn.
Wheeler, Sue, Union City, Tenn.
Weaver, Louise, Jackson, Tenn.
Wilkerson, Novella, Union City, Tenn.
Wilkerson, Lurline, Union City, Tenn.
Williams, Mildred, Jackson, Tenn.
Wilson, Loraine, Mercer, Tenn.
Woody, D. D., Alamo, Tenn
Woody, Mrs. D. D., Alamo, Tenn.
Winter, Margaret, Jackson, Tenn.
Wilborn, Sterling P., Dyersburg, Tenn.
Watkins, Lyndall, Ridgely, Tenn.
White, Lessie Mai, Mercer, Tenn.
Wade, Frances, Kenton, Tenn.
Webb, Mary Katherine, Lexington, Tenn.
Wheeler, Pearl, Bolivar, Tenn.
Walker, Noreen, Chesterfield, Tenn.
Wallace, Ruby, Chesterfield, Tenn.
Wallace, W. M., Selmer, Tenn.
Weeks, Junelle, Henderson, Tenn.
Wesson, Alline, Parsons, Tenn.
Williams, Nelle, Henderson, Tenn.
Woody, Ruth, Reeves, Tenn.
White, Lenora, Rutherford, Tenn.
Woods, Verda, McLemoresville, Tenn.
Williams, Virginia, Newbern, Tenn.
Wright, E. D., Hollow Rock, Tenn.
Warren, Mahlon, Humboldt, Tenn.
Wahl, Ella, Milan, Tenn.
Walker, Pete, Cardwell, Mo.
Wattwood, Frances, Wickliffe, Ky.
Wallace, Will, Clio, Ala.
Wood, Ava Milan, McLemoresville, Tenn.
Whitlow, Bransford, Jackson, Tenn.
Woods, Basil, Jackson, Tenn.
Wilmoth, Don, Oklahoma City, Okla.
Webb, Mary Louise, Carroll, Tenn.
Wilson, J. D., Bethel Springs, Tenn.
Whaley, Milo W., Middleton, Tenn.
Yearwood, Lorena, Alamo, Tenn
Young, Alberta, Watertown, Tenn.

UNCLASSIFIED

Anderson, Ophelia, Toone, Tenn.
Anderson, Frances, Bolivar, Tenn.
Browning, Lida, Milan, Tenn.
Brady, Evelyn, Jackson, Tenn.
Baker, I. D., Jackson, Tenn.
Caldwell, Mrs., Jackson, Tenn.
Clutts, H. O., Gleason, Tenn.
Crawford, E. C., Jackson, Tenn.
Dickerson, J. R., Jr., Eldorado, Ark.
Daniels, Mrs., Jackson, Tenn.
Dodds, Mrs. O. L., Friendship, Tenn.
Darnell, Oneita, Spring Creek, Tenn.
Derryberry, Sunshine, Jackson, Tenn.
Etheridge, Fay, Jackson, Tenn.
Subank, Evelyn, Whiteville, Tenn.
Ferrell, Mrs. Earl, Jackson, Tenn.
Franklin, Earl, Jackson, Tenn.
Goodman, Mrs. I. C., Jackson, Tenn.
Gilbert, Mrs. J. C., Jackson, Tenn
Grass, Iva, Westport, Tenn.
Grayson, G. H., Arkadelphia, Ark.
Haynes, Mrs. Ella Lee, Medon, Tenn.
Hall, Annie, Jackson, Tenn.
Halford, Rachel, Jackson, Tenn.
Hurt, Mary Lee, Jackson, Tenn.
Hurt, Jimmie, Jackson, Tenn.
Helm, Leonard, Jackson, Tenn.
Ingram, Mrs. Maude, Bells, Tenn.
Jones, Harold S., Portland, Tenn.
Jones, Edna, Henderson, Tenn.
Kellar, Mrs. C. R., Toone, Tenn.
Kindred, Hazel, Selmer, Tenn.
Kirby, Mrs. W. E., Jackson, Tenn.
Lindy, Herman, Jackson, Tenn.
Lloyd, Mrs. Leonard, Jackson, Tenn.
Lane, Thomas, Jackson, Tenn.
Mason, Hugh, Jackson, Tenn.
Mosely, Clyde, Jackson, Tenn.
Mackey, Hattie, Jackson, Tenn.
McIlwain, Emma Lou, Parsons, Tenn.
Mays, Aileen, Milan, Tenn.
Munn, J. H., Walnut, Miss.
McAuley, Charline, Jackson, Tenn.

Mullins, Mrs. Clyde, McLemoresville, Tenn.
Moore, H. R., Jackson, Tenn.
Morely, Nan, Jackson, Tenn.
Morgan, Walter, Jackson, Tenn.
Morris, Mamie Lee, Jackson, Tenn.
Moffatt, Laura Frances, Jackson, Tenn.
Mooney, Dora, Jackson, Tenn.
Moore, Virginia, Jackson, Tenn.
Mann, Hewell Bedwell, Jackson, Tenn.
Mainord, Louise, Jackson, Tenn.
Mays, J. L., Pinson, Tenn.
Morris, Addie, Camden. Tenn.
Nolen, Fannie Mai, Jackson, Tenn.
Nolen, Annie, Middleton, Tenn.
Nevil, Fred, Bemis, Tenn.
Nunn, Stewart, Ripley, Tenn.
Naylor, Marye, Silerton, Tenn.
Nix, Cecil, Fruitland, Tenn.
Oakley, Jessie, Lexington, Tenn.
Overton, Louise, Bells, Tenn.
Overton, Mary, Malesus, Tenn.
Phelan, Mrs. Albert, Trenton, Tenn.
Patrick, Annie Lou, Rutherford, Tenn.
Pegues, Elizabeth, Jackson, Tenn.
Peoples, Mary Gladys, Jackson, Tenn.
Parish, Richard, Jackson, Tenn.
Page, Mrs. Maye H., Jackson, Tenn.
Potts, Nellie, Trenton, Tenn.
Pleasant, L. L., Hickman, Ky.
Poppe, James, Jackson, Tenn.
Pate, Hassie A., Dyersburg, Tenn.
Pyle, Dorris, Saltillo, Tenn.
Parker, Kit, Bradford, Tenn.
Pinkston, Mrs. Lelia, Bells, Tenn.
Rains, Jemmie, Parsons, Tenn.
Rather, Clara Mai, Selmer, Tenn.
Reeves, Dale, Troy, Tenn.
Ray, Martha, Jackson, Tenn.
Ray, Max, Jackson, Tenn.
Routon, Vera, Paris, Tenn.
Roberts, Flora, Henderson, Tenn.
Russell, Laura, Jackson, Tenn.
Reed, Myrtle, Bethel Springs, Tenn.
Reed, Violet, Bethel Springs, Tenn.
Rowlett, Mrs. C. A., Humboldt, Tenn.
Roote, Sarah, Jackson, Tenn.
Ray, Katie, Dalyell, South Carolina.
Stovall, Mary Jane, Jackson, Tenn.
Switzer, Flora, Trimble, Tenn.
Scales, Mrs., Jackson, Tenn.
Schaeffer, Leonard, Jackson, Tenn.
Savage, Roy, Dyer, Tenn.
Sweeney, Sallie, Jackson, Tenn.
Spence, Wava, Newbern, Tenn.
Sweeney, Nelle, Jackson, Tenn.
Story, D. L., Sardis, Tenn.
Simmons, Ina, Henderson, Tenn.
Stewart, Martha Whaley, Middleton. Tenn.
Shelton, Frances, Carroll, Tenn.
Sain, G. A., Middleton, Tenn.
Swain, Howard, Henderson, Tenn.
Suggs, Will O., Halls, Tenn.
Sherwood, Nellie, Lenox, Tenn.
Thompson, W. H., Jackson, Tenn.
Tate, Mrs. J. O., Jackson, Tenn.
Thompson, Mrs. W. C., Trimble, Tenn.
Turner, H. A., Jackson, Tenn.
Thompson, Willie Mai, Jackson, Tenn.
Tomlin, Mary Anna, Jackson, Tenn.
Thompson, Judson, Jackson, Tenn.
Taylor, Sarah, Trenton, Tenn.
Turner, Cara, Middleton, Tenn.
Teague, J. B., Ramer, Tenn.
Thorn, Beatrice, Jackson, Tenn.
Thorn, Mrs. Dora, Jackson, Tenn.
Taylor, Bonnie, Jackson, Tenn.
Underwood, Thompson, Henderson, Tenn.
Van Dyke, Ruby, Trenton, Tenn.
Willis, Wm. Brown, Rutherford, Tenn.
Wyatt, Kathleen, Savannah, Tenn.
Wiseheart, James, Galveston, Tenn.
Williamson, Mrs. M. B., Jackson, Tenn.
West, Mrs. J. L., Ridgely, Tenn.
Walker, Emma Laura, Jackson, Tenn.
Wardlow, Mildred, Middleton, Tenn.
Wilson, Allie, Wildersville, Tenn.

VOCATIONAL

Abbott, Wm. A., Camden, Tenn.
Allen, Roy, Huron, Tenn.
Asher, T. J., Como, Tenn.
Atchison, C. A., Milan, Tenn.
Baker. C. A, Jackson, Tenn
Baker, H. D., Pinson, Tenn.
Ballinger, Clint, Holladay, Tenn.
Belew, F. M., Medon, Tenn.
Barnes, W. I., Henderson, Tenn.
Bowman, C. M.

Bradberry, C. P., Kenton, Tenn.
Brush, Toy, Kenton, Tenn.
Campbell, A. F., Bradford, Tenn.
Cain, L. B., Camden, Tenn.
Cantrell, I, Gleason, Tenn.
Collier, T. W., Elbridge, Tenn.
Cobb, H. R., Paris, Tenn.
Cole, C H., Cottage Grove, Tenn.
Cole, E. B., Milan, Tenn.
Cox, E. L., Hornsby, Tenn.
Cherry, F. G., Gillis Mills, Tenn
Craig, J. H., Sardis, Tenn.
Crotts, S. C, Savannah, Tenn.
Fielding, W. S., Beech Bluff, Tenn.
Fuzzell, E. F., Greenfield, Tenn.
Gant, Alvin, Saltillo, Tenn.
Gibbons, R. O. S., Rutherford, Tenn.
Griffin, A. E., Sharon, Tenn.
Hancock, T, Darden, Tenn.
Hutchinson, W. P., Union City, Tenn.
Horn, V. L., Jackson, Tenn.
Ivey, Roy H, Jackson, Tenn.
Johnson, H. D, Martin, Tenn.
Lamb, H. L., Dresden, Tenn.
Little, Wilburn, Greenfield, Tenn.
Maness, H. L., Chesterfield, Tenn.
Mathis, Lloyd
Maynes, J. H., Scotts Hill, Tenn.
McPeake, H. A., Huron, Tenn.
Melton, H. L., Jackson, Tenn
Montgomery, C. E., Covington, Tenn.
Moore, H. T., Vildo, Tenn.
Morris, V. L., Saltillo, Tenn
Pullen, Jno. L., Kenton, Tenn.
Palmer, E. B, Henderson, Tenn
Robbins, H. H., Henderson, Tenn.
Rogers, S. E., Burlison, Tenn.
Ross, A. H., Cedar Grove. Tenn.
Russell, S. L.
Rutledge, W. L., Bradford, Tenn.
Roberts, Robert M., Troy, Tenn.
Reynolds, Herbert, Savannah, Tenn.
Sanders, Tony, Adamsville, Tenn.
Savage, R. C.
Scott, W. T., Jackson, Tenn.
Seaton, R. M., Pinson, Tenn.
Shelby, B., Alamo, Tenn.
Simmons, L., Holladay, Tenn
Smith, S. G., Lexington, Tenn.
Stayton, C. H.
Tawwater. T. L, Alamo, Tenn.
Taylor, J. L., Denmark, Tenn.
Teuton, E M., Stantonville, Tenn.
Truett, E. R., Luray, Tenn.
Tucker, A. W., Greenfield, Tenn.
West, C. O.
Weatherford, Jno. L., Denmark, Tenn.
Wheatley, J. E., Lexington, Tenn.
Williams, J. L., Huron, Tenn.
Williams, J. W., Juno, Tenn.
Wilson, S. O., Jackson, Tenn.
Woods, W. E., Wildersville, Tenn.

Teachers

(Summer School)

Atwood, Mima H., Zeigler, Ill.
Brown, Mathilda, Bells, Tenn.
Barrix, Clara, Humboldt, Tenn.
Butler, Chester, Buena Vista, Tenn.
Breeden, Ossie, Bolivar, Tenn.
Barton, Opal, Henderson, Tenn.
Bobbitt, Katie Lou, Jackson, Tenn.
Ball, Mrs. Zula, Trenton, Tenn.
Carroll, Lucille, Newbern, Tenn.
Compton, Mrs. G. H., Jackson, Tenn.
Carroll, Bessie, Jackson, Tenn.
Cole, Mrs. Mary, Jackson, Tenn.
Cole, Elma Sue, Humboldt, Tenn.
Cobb, Bessie, Jones, Tenn.
DeBruce, Mamie, Big Sandy, Tenn.
Davidson, Vena, Finger, Tenn.
Davenport, Bethel, Medina, Tenn.
DeBerry, Nora, Medina, Tenn.
Eaton, P. C., Denmark, Tenn.
Eaton, Mrs. P. C., Denmark, Tenn.
Ellis, Ada Hollowell, Westport, Tenn.
Fisher, Mrs. Chas., West, Tenn.
Forsythe, Sue, Humboldt, Tenn.
Gooch, Mittie, Hornsby, Tenn.
Goodman, Lowell, Pittsburg Landing, Tenn.
Gray, Maggie Jo, Jackson. Tenn.
Gantlett, Annie, Union City, Tenn.
Glisson, May, Huntingdon, Tenn.
Gilkey, Ruth, McKenzie, Tenn.
Galbraith, Mrs. N. C., Henderson, Tenn.
Hundley, Alleene, Jackson, Tenn.
Harris, Mary, Gibson, Tenn.
Haltom, Annie, Jackson, Tenn.
Huffman, Mildred, McNairy, Tenn.
Haynes. Lela Mai, Pinson, Tenn.
Hill, Mrs. Pearl, Blytheville, Ark.
Keltner, Vera, Bells, Tenn.

Little, Mary, McComb, Miss.
Moore, Winnie, Greenfield, Tenn.
Mason, Erma, Humboldt, Tenn.
Marsh, Myrtle, Medon, Tenn.
Mann, Bernice, Jones, Tenn.
Mitchell, Mrs. Grace Pugh, McLemoresville, Tenn.
Maiden, Mary, Camden, Tenn.
Norman, Mrs. Mabel, Rutherford, Tenn.
Owens, Mrs. Pauline Burkeen, Newbern, Tenn.
Overton, Faye, Bells, Tenn.
Outlaw, Mrs. Ausy, Medon, Tenn.
Parish, Virgie, Luray, Tenn.
Petty, Mrs. Bertha, Jackson, Tenn.
Patterson, Virginia, Oakfield, Tenn.
Pettigrew, Ludie, Westport, Tenn.
Plunk, Minnie, Henderson, Tenn.
Record, Jo, Henderson, Tenn.
Rhodes, Mrs. W. H., Humboldt, Tenn.
Record, Laura, Henderson. Tenn.
Rigsby, Media, Yuma, Tenn.
Steele, W. H., Friendship, Tenn.
Sims, Martha, Milan, Tenn.
Summers, Lucile, Luray, Tenn.
Sowell, Rubye, Oakfield, Tenn.
Sloan, Warren H., Savannah, Tenn.
Siler, Alice Eugenia, Jackson, Tenn.
Switzer, Flora, Trimble, Tenn.
Tomlin, Ruby, Jackson, Tenn.
Taylor, Annie, Eaton, Tenn.
Todd, B. A., Scotts Hill, Tenn.
Taylor, Lessie Mai, Medon, Tenn.
Trotter, Loreene, Erin, Tenn.
Tennery, Ira, Medina, Tenn.
Utley, Mrs. Daisy Goodrich, Jackson, Tenn.
Ward, Eupha, Greenfield, Tenn.
Willoughby, Trixie, Jackson, Tenn.
Williams, Bernard, Jackson, Tenn.
Warren, Claudia, Rutherford, Tenn.
Warren, Vernelle, Rutherford, Tenn.
Walker, Verna Ruth, Newbern, Tenn.
Wright, Ethel, Enville, Tenn.
Wright, Beatrice, Enville, Tenn.
Willis, Wm. Brown, Rutherford, Tenn.
Wyman, Edward, Blandville, Ky.
Zaricas, Mrs. Hortense, Rutherford, Tenn.

CORRESPONDENCE

Baker, Mrs. Lella, Boaz, Ky.
Bishop, Hazel, Memphis, Tenn.
Brown, Marguerite, Jackson, Tenn.
Barr, J. B., Dyer, Tenn.
Cox, Lillian Bell, Jackson, Tenn.
Curtis, Mrs. Austin, Braggodocia, Mo.
Colvett, Fay, Jackson, Tenn.
Cooper, Lydia, Jackson, Tenn.
Dumas, Ernest, Lexington, Tenn.
Darnall, W. L., Yuma, Tenn.
Futrell, Lillian, Franklin, Tenn.
Ferrell, Eddie Mai, Jackson, Tenn.
Floyd, C. F., Booneville, Miss.
Fesmire, C. A, Bethel Springs, Tenn.
Finney, Mrs. L. L.
Gordon, Pamelia, Princeton, Ky.
Hall, John L., Dyer, Tenn.
Hayes, J. B., Trimble, Tenn.
Hockaday, Allie May, Jackson, Tenn.
Jones, W. B., Alamo, Tenn.
Kennedy, Lyre, Martin, Tenn.
McCain, Thurman, Tiptonville, Tenn.
Moore, Irene, Jackson, Tenn.
Moore, Benton, Bethel Springs, Tenn.
Martin, F. L., Wilmore, Ky.
Mercer, Mrs. Frank, Mercer, Tenn.
Newberry, Ruby, Jackson, Tenn.
Overton, A. M., Rutherford, Tenn.
Pheniz, Harmon, Gilmore, Ky.
Randolph, Mary, Jackson, Tenn.
Swinney, Myrtle, Gardner, Tenn.
Smith, Louise, Jackson, Tenn.
Snider, Gay, Troy, Tenn.
Thorne, Marie, Jackson, Tenn.
Tyson, Marguerite, Jackson, Tenn.
Tomerlin, Louise, Mercer, Tenn.
Taylor, Mrs. J. R., Kenton, Tenn.
Tanner, Mazie, Brigham, Tenn.
Underwood, Cordie, Ripley, Tenn.
Williams, Nell, Henderson, Tenn.
Wilson, Allie, Caruthersville, Mo.
Williams, Gypsey, Jackson, Tenn.
Wiley, R. F., Wilmore, Ky.
Wiley, P. H., Halls, Tenn.
Eason, S. L., Bath Springs, Tenn.
Fly, Grace, Humboldt, Tenn.
Fields, Eva, Hornbeak, Tenn.
Fulcher, J. T., Jackson, Tenn.
Fitzgerald, Willie, Trenton, Tenn.
Farris, Mary E., Whiteville, Tenn.
Gilliland, Annie Mancha, Humboldt, Tenn.
Garner, Mrs. Cora, Lexington, Tenn.
Gullett, Mabel, Camden, Tenn.
Gilliland, Katherine, Humboldt, Tenn.
Gifford, Hazel, Camden, Tenn.
Hurley, Wm. R., Ramer, Tenn.
Hopper, Mattie B., Union City, Tenn.

Hayes, Evelyn, Friendship, Tenn.
Hudgins, Mrs. Claudia, Bells, Tenn.
Harris, Mrs. H. J., Jackson, Tenn.
Halter, Ida, Darden, Tenn.
Hurley, Mrs. E. O., Oakfield, Tenn.
Holt, Mrs. Atho, Denmark, Tenn.
Howard, Martha, Jackson, Tenn.
Hollowell, R. D., Westport, Tenn.
Hoppers, Josh, Henning, Tenn.
Hammons, Parnell, Selmer, Tenn.
Haynes, Carrie, Pinson, Tenn.
Hawcroft, Runee, Blandville, Ky.
Johnson, Thelma, Ridgely, Tenn.
Jones, Mrs. Nelle, Paris, Tenn.
Johnson, Evelyn, Jackson, Tenn.
Knight, Mrs. C. L., Jackson, Tenn.
Kiser, Cledis, Bethel Springs, Tenn.
Key, Bessie, Humboldt, Tenn.
Key, Catherine, Spring Creek, Tenn.
Lewis, Ernest, Trenton, Tenn.
Lewis, Aura, Humboldt, Tenn.
Lemond, Lucile, Trenton, Tenn.
Lovelace, Alice Roberta, Malesus, Tenn.
Matthews, B., Somerville, Tenn.
Mays, Estelle, Pinson, Tenn.
Nowell, Irene, Jackson, Tenn.
Oldham, Beulah, Sardis, Tenn.
Park, Robert, Trenton, Tenn.
Roberts, Georgie, Henderson, Tenn.
Tate, Ruth, Bolivar, Tenn.
Warbritton, Stella, Huntingdon, Tenn.
Williams, Freda, Juno, Tenn.
Weaver, Elizabeth, Jackson, Tenn.
Wood, Anna H., Crockett Mills, Tenn.
Wamble, Elma, Finger, Tenn.
Wilson, Annie, Wildersville, Tenn.
Wheeler, Minette, Jackson, Tenn.
Wallace, Ada, Jackson, Tenn.
Watters, Marden, Jackson, Tenn.
Yates, Frances, Union City, Tenn.

SPECIAL

Askew, Len, Spring Creek, Tenn.
Bailey, Rachel, Mercer, Tenn.
Billingsby, Mrs. Ruth, Jackson, Tenn.
Boyd, T. M., Junction City, Tenn.
Baldridge, Leslie, Trimble, Tenn.
Bomar, Lucile, Paris, Tenn.
Boren, Myra, Oakfield, Tenn.
Bledsoe, Mattie, Humboldt, Tenn.
Brown, Lena, Finger, Tenn.
Boswell, Lottie, Medina, Tenn.
Bartholomew, M. F., Scotts Hill, Tenn.
Bennett, Hugh R., Jr., Fruitland, Tenn.
Boulton, Mattie, Cades, Tenn.
Beare, Hortense, Jackson, Tenn.
Barber, Madge, Jackson, Tenn.
Boone, Mrs. E. F., Henderson, Tenn.
Bain, Clyde, Pinson, Tenn.
Castleman, Robert, Trenton, Tenn.
Cobb, J. D., Bethel Springs, Tenn.
Crawford, Christine, Jackson, Tenn.
Chandler, Sherman, Humboldt, Tenn.
Chandler, Nina, Humboldt, Tenn.
Crawford, Mildred, Puryear, Tenn.
Coleman, Floyd, Beech Bluff, Tenn.
Denton, Mrs. W. L., Yuma, Tenn.
Dougan, Eva, Bells, Tenn.
Davis, Angie, Pinson, Tenn.
Downey, Thelma, Humboldt, Tenn.
Evans, Katherine, Friendship, Tenn.

Piano, History, and Harmony

Aycock, Frances, Jackson, Tenn.
Bailey, Neele, Jackson, Tenn.
Blount, Eva, Decaturville, Tenn.
Bolin, Glenn, Clinton, Ky.
Buck, Helen, Jackson, Tenn.
Buck, Nancy, Jackson, Tenn.
Browning, Lida, Jackson, Tenn.
Bradford, Agnes, Jackson, Tenn.
Cox, Nelle, Bolivar, Tenn.
Deaton, Willie, Bethel Springs, Tenn.
Elston, Sarah
Evans, Catherine, Friendship, Tenn.
Fletcher, Lellie, Jackson, Tenn.
Fowler, Lucile, Jackson, Tenn.
Gibson, Mildred, Paris, Tenn.
Gillespie, Alberta, Selmer, Tenn.
Gillespie, Sam, Jackson, Tenn.
Haak, Mrs. Ramsey
Heathcock, Lynn, Jackson, Tenn.
Horner, Carmen
Hurt, Mary Lee, Jackson, Tenn.
Hurt, Jimmie, Jackson, Tenn.
Hudson, Sunshine, Malesus, Tenn.
Hudson, Print, Malesus, Tenn.
Jones, Louise
Koonce, Carrie, Memphis, Tenn.

Martin, Grady
Morgan, Maurine, Jackson, Tenn.
Moffatt, Laura Francis, Jackson, Tenn.
Morley, Betty Nan, Jackson, Tenn.
Morgan, Walker, Jackson, Tenn.
Morris, Minnie L., Jackson, Tenn.
Polk, Vivian, Jackson, Tenn.
Presnell, Ann, Smithland, Ky.
Powers, Grace, Jackson, Tenn.
Peoples, Mary Gladys, Jackson, Tenn.
Rains, Jimmie, Jackson, Tenn.
Rice, Elizabeth, Jackson, Tenn.
Rozzell, Mary, Jackson, Tenn.
Roy, Martha Francis, Jackson, Tenn.
Stanfield, Catherine, Jackson, Tenn.
Thompson, Willie Mai, Jackson, Tenn.
Taylor, Mrs. J. R., Jackson, Tenn.
Walker, Emma Laura, Jackson, Tenn.
Warren, Minnie Lee, Jackson, Tenn.
Young, Mayre, Waynesboro, Tenn.

Lowe, Cora Lynn, Eagleville, Tenn.
Moon, Lester, DeWitt, Ark.
Morgan, Maurine, Jackson, Tenn.
Montgomery, Evelyn, Jackson, Tenn.
Peck, Edith, Little Rock, Ark.
Peoples, Earl, Jackson, Tenn.
Pratt, Millard, Trezevant, Tenn.
Pontius, Rita, Jackson, Tenn.
Robertson, Mrs. Earl, Jackson, Tenn.
Rice, Elizabeth, Jackson, Tenn.
Rozzell, Mary, Gibson, Tenn.
Ross, Ardie B., Kenton, Tenn.
Rachel, Morris, Idabel, Okla.
Stone, Virginia, Jackson, Tenn.
Stone, Lucille, Jackson, Tenn.
Switzer, Flora, Obion, Tenn.
Varnell, Joe, Jackson, Tenn.
Varnell, Billy, Jackson, Tenn.
Wolfe, Elsie, Jackson, Tenn.
Williams, Nancy, Jackson, Tenn.
Weeks, F. A., Memphis, Tenn.
Wyatt, Kathleen, Savannah, Tenn.
Wyatt, John D., Savannah, Tenn.

EXPRESSION

Allen, Alice Huldah, Jackson, Tenn.
Booth, Jaunita, Maury City, Tenn.
Baird, Virginia, Jackson, Tenn.
Beard, Mary Ward, Sharon, Tenn.
Brooks, Leslie, Jr., Jackson, Tenn.
Carter, Louise, Bolivar, Tenn.
Cole, Tennie B., Minor Hill, Tenn.
Cherry, Wilma, Jackson, Tenn.
Clark, Joel, Greenfield, Tenn.
Croswell, Callie Mai, Jackson, Tenn.
Cole, Ira, Jackson, Tenn.
Collier, Eula Mai, Jackson, Tenn.
Dearing, J. O., Jackson, Tenn.
Davis, Leila, Mercer, Tenn.
Elston, Sara, Jackson, Tenn.
Evans, Katherine, Friendship, Tenn.
Ferrell, E. M., Jackson, Tenn.
Freeman, Louise, Savannah, Tenn.
Fowler, Lucile, Jackson, Tenn.
Gilbert, Claire, Paris, Tenn.
Hart, Frace, Ridgely, Tenn.
Hall, John, Jackson, Tenn.
Harmon, Lucile, Milan, Tenn.
Hayes, Evelyn, Friendship, Tenn.
Hoppe, Mattie B., Trimble, Tenn.
Harton, Ross, Malesus, Tenn.
Hooker, Alban, Memphis, Tenn.
Keele, Lacy, Nashville, Tenn.
King, Mell, Jackson, Tenn.
Keaton, Marie, Jackson, Tenn.
Kindred, Hazel, Selmer, Tenn.
Loyd, Mrs. Leonard, Jackson, Tenn.
Lawes, C. B., Jackson, Tenn.

VIOLIN AND CELLO

Allison, J. V.
Deaton, Willie
Fowler, Lucille
Francis, Ke
Hudson, Sunshine
Hudson, Print
Heathcock, Beauton
Jones, Velma
Kirby, Billy
Love, Thomas
Moore, Virginia
Mooney, Dora
Martin, Grady
Moore, Virginia
Preston, Omar
Penrose, Dorothy
Powers, Grace
Ricketts, Frank
Ray, Max
Schaeffer, Leonard

VOICE

Walker, Pete
West, Cordelia
Kee, Louise
Kane, Edward
Deaton, Willie
Billington, Benetta
Senter, Jacqueline
Watson, Charlotte
Woods, Basil
Ray, Frank
Beard, Mary

SUMMARY OF ENROLLMENT 1924-25

Seniors	95	
Juniors	80	
Sophomores	121	
Freshmen	406	
Unclassified	127	
TOTAL		829
Specials and Teachers (Summer School)	171	
Correspondence	44	
Vocational	72	
Violin and Cello	20	
Piano	46	
Expression	56	
Voice		
		409
TOTAL		1238
Less counted twice		121
Net total		1117